FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

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

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name:	District Name:
Principal:	Superintendent:
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window. .

<u>School Grades Trend Data</u> (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.) <u>Adequate Yearly Progress (AYP) Trend Data</u> (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.) <u>Florida Comprehensive Assessment Test (FCAT) Trend Data</u> (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades, FCAT
	Certification(s)	Years at	as an	(Proficiency, Learning Gains, Lowest 25%), and AYP information
		Current School	Administrator	along with the associated school year)
	Name	8 - (-)	Certification(s) Years at	Certification(s) Years at as an

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT
Area		Certification(s)	Years at	an	(Proficiency, Learning Gains, Lowest 25%), and AYP
			Current School Instructional Coach information along with the		information along with the associated school year)

<u>Highly Qualified Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.			
2.			
3.			
4.			

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

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

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 C- Migrant Title I, Part D Title II Title III Title X- Homeless Supplemental Academic Instruction (SAI) Violence Prevention Programs Sutrition Programs Iousing Programs Iead Start	
Title I, Part D Title II Title III Title X- Homeless Supplemental Academic Instruction (SAI) /iolence Prevention Programs Nutrition Programs Iousing Programs Iead Start	Title I, Part A
Title II Title X- Homeless Supplemental Academic Instruction (SAI) /iolence Prevention Programs Autrition Programs Housing Programs Head Start	Title I, Part C- Migrant
Title III Title X- Homeless Supplemental Academic Instruction (SAI) /iolence Prevention Programs Autrition Programs Housing Programs Iead Start	Title I, Part D
Title X- Homeless Supplemental Academic Instruction (SAI) /iolence Prevention Programs Jutrition Programs Housing Programs Head Start	Title II
Supplemental Academic Instruction (SAI) /iolence Prevention Programs Nutrition Programs Housing Programs Head Start	Title III
Violence Prevention Programs Nutrition Programs Housing Programs Head Start	Title X- Homeless
Jutrition Programs Housing Programs Head Start	Supplemental Academic Instruction (SAI)
Housing Programs Head Start	Violence Prevention Programs
Jead Start	Nutrition Programs
	Housing Programs
Adult Education	Head Start
	Adult Education
Career and Technical Education	Career and Technical Education
ob Training	Job Training
Dther	Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team.
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?
Describe the role of the school-based RtI 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?
RtI Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Describe the plan to train staff on RtI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team						
Identify the school-based Literacy Leadership Team (LLT).						
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).						
What will be the major initiatives of the LLT this year?						

NCLB Public School Choice

- Notification of School in Need of Improvement (SINI) Status Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.
- **Public School Choice with Transportation (CWT) Notification** Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.
- **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.

*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.

*High Schools Only

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

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

Postsecondary Transition

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

2011-2012 School Improvement Plan (SIP)-Form SIP-1 PART II: EXPECTED IMPROVEMENTS <u>Reading Goals</u>

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

READIN	G GOALS		Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Students achieving proficiency (FCAT Level 3) in reading			1.1.	1.1.	1.1.	1.1.	1.1.		
Reading Goal #1:	0011 Comment	2012 E							
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.							
			1.2.	1.2.	1.2.	1.2.	1.2.		
			1.3.	1.3.	1.3.	1.3.	1.3.		
Based on the analysis of student "Guiding Questions", ident improvement for		s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students achieving ab (FCAT Levels 4 and 5) in		7	2.1.	2.1.	2.1.	2.1.	2.1.		
Reading Goal #2:									
Enter narrative for the goal in	2011 Current Level of Performance:*	2012 Expected Level of Performance:*							
this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.							
			2.2.	2.2.	2.2.	2.2.	2.2.		
			2.3	2.3	2.3	2.3	2.3		

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	
6. Percentage of students making Learning Gains in reading		3.1.	3.1.	3.1.	3.1.	3.1.	
Reading Goal #3: Enter narrative for the goal in this box.	2011 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2012 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
Based on the analysis of student			3.2.3.3.Anticipated Barrier	3.3.	3.2. 3.3. Person or Position	3.2.33.Process Used to Determine	3.2. 3.3. Evaluation Tool
"Guiding Questions", ident		s in need of	Anticipated barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001
4. Percentage of students learning gains in reading <u>Reading Goal #4:</u> Enter narrative for the goal in this box.	2011 Current Level of	% making 2012 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	4.1.	4.1.	4.1.	4.1.	4.1.
		•	4.2.		4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.

Based on the analysis of student "Guiding Questions", ident	achievement data, and reference to ify and define areas in need of applicable subgroup(s):		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
Enter narrative for the goal in this box.	2011 Current 2012 Expected Level of Performance:* Performance: Performance:* Enter numerical Enter numerical data for current data for expected level of performance in performance in performance in this box. this box. White: White: Black: Black: Hispanic: Hispanic: Asian: Asian:					
	American Indian: American India	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
"Guiding Questions", ident	achievement data, and reference to ify and define areas in need of e following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Reading Goal #5B: English Language Learners (ELL) 2011 Current 2012 Expected	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
1	2011 Current 2012 Expected			1		
Enter narrative for the goal in this box.	Level of Performance:* Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical data for expected level of performance in this box.					
	Performance:* Performance:* Enter numerical data for current data for expected level of level of performance in performance in Enter numerical data for expected level of l		5B.2.	5B.2.	5B.2.	5B.2.

"Guiding Questions", identi	achievement data, and reference to fy and define areas in need of e following subgroup:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5C: Students with Disabilities (SWD)	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Enter narrative for the goal in this box.	2011 Current Level of Performance:*2012 Expected Level of Performance:*Enter numerical data for current level of performance in this box.Enter numerical level of performance in this box.					
		5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.
"Guiding Questions", identi	achievement data, and reference to fy and define areas in need of e following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5D: Economically Disadvantaged	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:						
Enter narrative for the goal in this box.	2011 Current 2012 Expected Level of Level of Performance:* Performance:*					
inis dox.	Enter numerical Enter numerical data for current data for expected level of level of performance in performance in this box. this box.	1				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Professi	ional Develoj	pment (PD) a	aligned with Strategies the lease note that each Strategy does not re-	rough Professional La	earning Commun or PLC activity.	nity (PLC) o	or PD 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-u	ıp/Monitoring	Person or Position Responsible for Monitoring
Reading Budget (Insert rows as	needed)					
			ls and exclude district funded	activities/materials.			
Evidence-based Progra	am(s)/Materials(s)					
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal:
Technology							
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal:
Professional Developm	nent	· · ·				1.	
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							0.1.(.)
Other							Subtotal:
Other		Description	(D)	E a l'a como		A	
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal:
							Total:
							1 otal:

End of Reading Goals

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

2011-2012 School Improvement Plan (SIP)-Form SIP-1 Mathematics Goals

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

MATHEMA	TICS GOA	LS		Problem-Solving Pro	cess to Increase	Student Achievement	
Based on the analysis of student "Guiding Questions", ident improvement for		s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving pro mathematics	oficiency (Leve	el 3) in	1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	Level of Performance:* Enter numerical data for current level of	2012 Expected Level of Performance:* Enter numerical data for expected level of performance in					
	this box.	this box.	1.3.	1.2.	1.3.	1.2.	1.2.
Based on the analysis of student "Guiding Questions", ident improvement for		s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving abo (Levels 4 and 5) in mather Mathematics Goal #2: Enter narrative for the goal in this box.	natics 2011 Current Level of Performance:* Enter numerical data for current level of performance in	2012 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2.1.	2.1.	2.1.	2.1.	2.1.
	inis Dox.		2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on the analysis of student "Guiding Questions", identi	achievement data, and reference fy and define areas in need of he following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students mathematics (excluding 9 ^t not be available for this gr	^h grade; learning gains w	3.1. ill	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Enter narrative for the goal in this box.	2011 Current Level of2012Expected Level ofPerformance:*Performance:Enter numerical data for current level of performance in this box.Enter numerical data for expect performance in this box.	cal ted				
		3.2. 3.3.	3.2. 3.3.		3.2. 33.	3.2. 3.3.
	achievement data, and reference fy and define areas in need of he following group:	to Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students learning gains in mathema <u>Mathematics Goal #4:</u> Enter narrative for the goal in this box.		cal ted	4.1.	4.1.	4.1.	4.1.
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.

Based on the analysis of student a "Guiding Questions", identi improvement for the a	achievement data, and fy and define areas in	d reference to need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Mathematics G Ethnicity (White, Black, Hispa American Indian)	nic, Asian,	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
Mathematics Goal #5A:			American melan.				
Enter narrative for the goal in this box.	Level of Performance:* Le Enter numerical data for current level of performance in performance in this box. Enter this box. White: WI Black: Black	<u>12 Expected</u> vel of rformance:* ther numerical ta for expected el of rformance in s box, hite: ack: spanic:					
		spanic:					
	American Indian: An						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
					5A.3.	5A.3.	5A.3.
Based on the analysis of student a "Guiding Questions", identi improvement for the		need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
not making Adequate Yearly Progress (AYP) in mathematics	Mathematics G English Langua Learners (ELL)	ige	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Mathematics Goal #5B:</u> Enter narrative for the goal in	Level of Le	<u>12 Expected</u> vel of rformance:*					
this box.	Enter numerical En data for current dat level of lev performance in per	nter numerical ta for expected vel of rformance in is box.					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student a "Guiding Questions", identif improvement for the	chievement data, an y and define areas i	nd reference to in need of p:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Mathematics (Students with (SWD)	Jour ne et	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:							
	Level of Performance:* P Enter numerical data for current level of performance in	2012 Expected sevel of Performance:* Enter numerical lata for expected evel of evel of his box.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student a "Guiding Questions", identif improvement for the	y and define areas i	in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Mathematics (Economically Disadvantaged	Joan # JD .	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:							
Enter narrative for the goal in this box.	Level of L Performance:* P	2012 Expected Level of Performance:*					
	data for current d level of performance in p	Enter numerical lata for expected evel of performance in his box.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Professi	ional Develop		ligned with Strategies th lease note that each Strategy does not re		earning Community (PLC) or PLC activity.	or PD 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

Mathematics Budget (Insert rows as needed)

Evidence-based Program(s	s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtota
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtota
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal
				Tota

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Science Goals

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

	CE GOALS			Problem-Solving Pro		Student Achievement	
Based on the analysis of studen "Guiding Questions", iden improvement for		s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving pr science	roficiency (FCA	T Level 3) in	1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:	-	T					
Enter narrative for the goal in this box.	2011 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2012 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		Į	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of studen "Guiding Questions", iden improvement for		s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving al: (FCAT Levels 4 and 5) in Science Goal #2:		y	2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2012 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Profess	ional Develop	ment (PD) a	ligned with Strategies the lease note that each Strategy does not re	rough Professional Le	arning Communi	ity (PLC)	or PD Activity
PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus Grade Level/Subject		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-u		/Monitoring	Person or Position Responsible for Monitoring
Science Budget (I							
,			ls and exclude district funded	activities/materials.			
Evidence-based Progr	am(s)/Materials(
Strategy		Descriptio	on of Resources	Funding Source		Amount	
Technology							Subtotal
		Description		E a l'a comu		A	
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal
Professional Develop	mont						Subtotal
	ment	Description		E a l'a comu		A	
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal
Other							Subtotal:
		D : :	(D			A	
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal
							Total:
							10141

End of Science Goals

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

2011-2012 School Improvement Plan (SIP)-Form SIP-1 Writing Goals

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

WR	ITING GOAL	S		Problem-Solving	Process to Increase	Student Achievement	
Based on the analysis of "Guiding Questions improvem	student achievement d ", identify and define a ent for the following g	areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achiev (FCAT Level 4.0 an			1.1.	1.1.	1.1.	1.1.	1.1.
Writing Goal #1:							
Enter narrative for the goal in this box.	2011 Current Level of Performance:* Enter numerical data for current level of performance in this	data for expected level of performance					
	box.	in this box.	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.2.	1.3.	1.3.	1.2.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
Writing Goal #2A:	2011 Current Level of Performance:*	2012 Expected Level of					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Performance:* Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
		•	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2 A .2.	2 A .2.	2 A .2.	ZA.2.	20.2.

Based on the analysis of student a "Guiding Questions", identify improvement for the	chievement data, a y and define areas	and reference to in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Writing Goal #2B: English Language Learners (ELL)		2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
Writing Goal #2B:							
Enter narrative for the goal in	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student a "Guiding Questions", identif improvement for the	y and define areas	in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
not making Adequate Yearly Progress (AYP) in writing	Writing Goal Students with (SWD)		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
<u>Writing Goal #2C:</u> Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
1163 UUA.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		I	2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.	2C.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Writing Goal Economically Disadvantage		2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
<u>Writing Goal #2D:</u>	2011 Current Level of	2012 Expected Level of					
Enter narrative for the goal in this box.		Performance:* Enter numerical data for expected level of performance in this box.					
		<u> </u>	2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

Professi	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				

Writing Budget (Insert rows as needed)

ties/materials and exclude district fun	ded activities/materials.		
Description of Resources	Funding Source	Amount	
			Subtotal:
Description of Resources	Funding Source	Amount	
			Subtotal:
Description of Resources	Funding Source	Amount	
			Subtotal:
Description of Resources	Funding Source	Amount	
		·	Subtotal:
			Total:
	Description of Resources Description of Resources Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source Description of Resources Funding Source	Description of Resources Funding Source Amount Image:

End of Writing Goals

Attendance Goal(s)

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

ATTEN	DANCE GOAL(S)		Problem-solving Process to Increase Attendance					
Based on the analysis of	Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance		1.1.	1.1.	1.1.	1.1.	1.1.		
Attendance Goal #1:								
Enter narrative for the goal in this box.	2011 Current 2012 Expected Attendance Rate:* Attendance Rate:* Enter numerical data Enter numerical data for current for expected attendance rate in attendance rate in this this box. box. 2011 Current 2012 Expected Number of Students Number of Students with Excessive with Excessive Absences Absences (10 or more) (10 or more) Enter numerical data Enter numerical data for current number of for expected number of absences in this box. 2011 Current 2012 Expected Number of Number of Students with Excessive Tardies (10 or more) (10 or more) Enter numerical data Enter sumerical data for current number of Students with Excessive Tardies (10 or more) Enter numerical data Enter numerical data for current number of Students with Excessive Tardies (10 or more) Enter numerical data Enter numerical data for current number of f		1.2.	1.2.	1.2.	1.2.		
		1.2.	1.2.	1.2.	1.2.	1.2.		
		1.3.	1.3.	1.3.	1.3.	1.3.		

Profess	ional Develop	oment (PD) a	ligned with Strategies th lease note that each Strategy does not re	rough Professional Le	earning Commun	nity (PLC)	or PD 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
Attendence Duda	ot (Incont now	a ag pagdad)					
Attendance Budg Include only school-b			ls and exclude district funded	activities /materials.			
Evidence-based Progr							
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal:
Technology		1		- I			
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal:
Professional Developr	nent						Subtotal.
Strategy		Descriptio	on of Resources	Funding Source		Amount	
		1					
							Subtotal:
Other							
Strategy		Descriptio	on of Resources	Funding Source		Amount	
							Subtotal:
							Total:

End of Attendance Goals

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

Suspension Goal(s)

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

SUSPENSION GOA					ease Suspension	
Based on the analysis of suspension data, and Questions", identify and define areas in nee		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1:		1.1.	1.1.	1.1.	1.1.	1.1.
in-school suspension: 2011 Total Number of Students Suspended In-School Enter numerical data for current number of students suspended in-school 2011 Number of Out of-School Suspensions Enter numerical data	 for expected number of in-school suspensions 2012 Expected Number of Students Suspended In -School Enter numerical data for expected number of students suspended in- school 2012 Expected Number of Out-of-School Suspensions Enter numerical data for expected number of students suspended out- of- school 2012 Expected Number of Out-of-School 2012 Expected Number of Students Suspended Out- of-School Enter numerical data 					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Profess	ional Develop	oment (PD) a	ligned with Strategies th lease note that each Strategy does not re	rough Professional Le	arning Commur	nity (PLC)	or PD 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		Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of Strategy for Follow-up/Monitoring		Person or Position Responsible for Monitoring
Suspension Budg									
			ls and exclude district funded	activities /materials.					
Evidence-based Progr	cam(s)/Materials((s)							
Strategy	Strategy		Description of Resources H		Funding Source		Amount		
							Subtotal:		
Technology									
Strategy		Descriptio	on of Resources	Funding Source	Funding Source		Amount		
				l			Subtotal:		
Professional Develop	ment								
Strategy		Descriptio	on of Resources	Funding Source		Amount			
							Subtotal:		
Other									
Strategy		Descriptio	on of Resources	Funding Source		Amount			

Subtotal: Total:

End of Suspension Goals

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

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

DROPOUT PR	REVENTION	GOAL(S)		Problem-solving	g Process to Droj	pout Prevention	
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Preventio	n		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Go *Please refer to the per out during the 2010-20	rcentage of stude	ents who dropped					
Enter narrative for the goal in this box.	Dropout Rate:* Enter numerical data for dropout rate in this box. 2011 Current Graduation Rate:* Enter numerical	2012 Expected Dropout Rate:* Enter numerical data for expected dropout rate in this box. 2012 Expected Graduation Rate:* Enter numerical data for expected					
	graduation rate in this box.	graduation rate in this box.					
		·	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professi	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				

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLV	VEMENT G	OAL(S)		Problem-solvin	g Process to Parent Involvement		
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1 *Please refer to the percenta participated in school activit unduplicated. Enter narrative for the goal in this box.	age of parents of ties, duplicated 2011 Current level of Parent Involvement:* Enter numerical data for current		1.1.	1.1.			1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professi	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.								
and/or leggellegellegellor Strategy for Hollow-un/Monitoring					Person or Position Responsible for Monitoring				

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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

End of Parent Involvement Goal(s)

Additional Goal(s)

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

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

Professi	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	PD Eaclifiator PD Participants							

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

Include only school-based funde	ed activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Mate	prials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:
L				

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)	
Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status							
Intervene	Correct II	Prevent II	Correct I	Prevent I	N/A		

• Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council

School Advisory Council (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 citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.

Describe projected use of SAC funds.	Amount