

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Celebration K-8 School	District Name: Osceola
Principal: Mrs. René Clayton	Superintendent: Terry Andrews
SAC Chair:	Date of School Board Approval:

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.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (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).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mrs. René Clayton	Bachelors in Education, Masters in Education Educational Specialist Degree Elem Ed 1-5 Reading K-12	1	9	Pleasant Hill ES, Assist Prin, 2 years,(02-03 B, AYP-no),(03-04 B, AYP-no), (04-05, A, AYP-no). Pleasant Hill ES, Principal, 5 years 05-06, C- AYP – no, 06-07, B, AYP- no, 07-08 B, AYP-no, 08-09 A, AYP-95%, 09-10 C- AYPnp

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		Ed Leadership/School Principal All Levels			
Assistant Principal	Mrs. Cheryl Cassano				
Assistant Principal	Mr. Michael Ballone				

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 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Literacy	Ms. Christine Demers		2	2	

Highly Qualified Teachers

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. All teachers are highly qualified.			
2.			
3.			
4.			

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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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Christine Demers	Elysia MacLaughlin	Coach for 2 nd year teacher	Coaching, support, new teacher portfolio
Chris Demers	Jessica Thompson, Brandon Western, Erin Erickson	1 st year teachers	Coaching, support, new teacher portfolio

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs

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Head Start
Adult Education
Career and Technical Education
Job Training
Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team. Guidance Counselors, Reading Coach, Administration, teachers
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? The purpose of the RtI team is to provide high quality instruction/intervention matched to student needs and use the performance and learning rate over time to make important educational decisions to guide instruction. The RtI team functions to address the progress of students identified by faculty and staff who are performing in the lower quartile and/or needing assistance in meeting AYP. The team uses the PROBLEM SOLVING approach to address strategies to provide support for identified students to have their needs met within the regular education setting. Decisions are data based with the academic and emotional needs of the child as the top priority. The RtI team will work collaboratively with the Literacy Leadership Team and PLCs in the implementation of the Continuous Improvement Model and use of progress monitoring. The RtI team will meet 2-3 times per month/or as needed to do the following: <ul style="list-style-type: none">• Oversee the multi-tiered model of service delivery• Determine scheduling needs, interventions, curriculum• Review/interpret student data• Organize and support the systematic data collection• Monitor interventions and assessments in Tier 2 and Tier 3 Work collaboratively with LLT and PLC
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 team members participate in SAC and School Improvement Planning. The goals in the SIP targeting the lowest performing students and the AYP subgroups are the areas that drive the RtI team focus.
RtI Implementation

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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.
Formative Assessments and classroom common assessments provide the diagnostic information to identify students' level of master of instructional content. These assessments are district provided; teacher/PLC developed, and/or generated from the Data Director test bank and textbook resources and are based on the core curriculum areas.

Describe the plan to train staff on RtI.

Teachers are trained on the RtI process with overview Powerpoint presentation to the entire staff, then individual teachers and PLC/Grade Level groups are given very specific follow up training based on their needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, Reading Coach, Grade Level Representative teachers K-8

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

LLT will meet on a monthly basis to review RtI progress and overall data analysis of formative assessments, best practices in Literacy, plan/provide professional development in literacy for the staff, and to plan school wide literacy "fun" events.

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

Schoolwide challenges/events for promoting literacy, such as the AR Challenge; Professional Development for literacy/reading instruction in the classroom to maximize student engagement and progress in learning gains, connecting technology and instruction/student engagement. The challenge for CK8 school is the lowest quartile of students is performing on and above grade level, so the LLT will be targeting ways to ensure those students are continuing to make learning gains

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.

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

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

N/A

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

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

N/A

****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?

N/A

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

N/A

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Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

READING GOALS			Problem-Solving Process to Increase 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. Resources/Time/ Learning gains	1.1. Provide tutoring, intervention at risk level 1 and 2. Enrichment for all students. Middle school – Intensive, Advance and Honor classes.	1.1. Administration Faculty Reading Coach	1.1. Monitoring the progress of students receiving the targeted area of service.	1.1. Formative Assessments, common assessments, FCAT results. FCAT results
Reading Goal #1:							
The percentage of students scoring at level 3 will increase by 3% school wide.							
<table border="1"> <tr> <td>2011 Current Level of Performance:*</td> <td>2012 Expected Level of Performance:*</td> </tr> <tr> <td>91% (755)</td> <td>94%</td> </tr> </table>							
2011 Current Level of Performance:*	2012 Expected Level of Performance:*						
91% (755)	94%						
			1.2. Levels of complexity of FCAT 2.0 and NGSSS	1.2. Continue professional development and integration of the level complexity FCAT 2.0 and NGSSS.	1.2. Administration. Faculty Reading Coach	1.2. Teacher use and success of the professional development.	1.2. PLC notes and assessments.
			1.3. Access and training in maximized use of AR	1.3. Targeted AR training with the Faculty to enhance use of AR. Student recognition.	1.3. Media specialists Faculty Reading Coach	1.3. Periodic checking of class and individual AR reports. School wide incentives.	1.3. AR reports.
			1.4. Use of guided reading leveled library	1.4. Purchase and implementation of Fountas and Pinnell	1.4. Administration Reading Coach Faculty	1.4. Training attendance Lesson plans Monitoring of student	1.4. Student achievement.

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			guided reading level library for K-6.	Media Specialists	progress.	
		1.5. Vertical articulation of reading standards and curriculum resources.	1.5. Developing a curriculum and resource timeline. Establish common planning. TeenBiz Achieve 3000	1.5. Administration Faculty Reading Coach	1.5. Vertical articulation meetings. Implementation of the timeline.	1.5. Timeline Lesson plans Achievement reports.
		1.6. NGSSS training	1.6. NGSSS CAR-PD Training	1.6. Administration Faculty Reading Coach	1.6. Training attendance logs. Use of strategies in lesson plans.	1.6 Lesson plans. 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
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading <u>Reading Goal #2:</u>		2.1. The number of teachers endorsed in gifted education and implementing strategies.	2.1. Encourage participation in gifted endorsement courses and sponsor a course at our school.	2.1. Administration Faculty District Gifted Specialist.	2.1. Number of teachers enrolled and implementing the strategies.	2.1. Participation rate in the courses. Increase of level 4 and 5 results and advanced students in lower grades.
The percentage of students scoring at level 4 and 5 will increase by 5% school wide.	2011 Current Level of Performance: *	2012 Expected Level of Performance: *				
	53%	58%				
		2.2. Teacher implementation of differentiated instruction and higher order thinking and levels of complexity.	2.2. Provide a more rigorous curriculum for advanced and all students.	2.2. Administration and Faculty	2.2. Formal and classroom assessments, Classroom performance.	2.2. Formative Assessments, common assessments, FCAT results.
		2.3 None.	2.3 Continue involvement in the Battle of Books/ Analyze This!	2.3 Media specialist Reading Coach	2.3 Development of middle school and elementary teams.	2.3 Battle of the Books and Analyze This! Competitions.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading			3.1. Access and training in maximized use of AR	3.1. Targeted AR training with the Faculty to enhance use of AR. Student recognition.	3.1. Media specialists Faculty Reading Coach	3.1. Periodic checking of class and individual AR reports. School wide incentives.	3.1. AR reports.
Reading Goal #3:							
The percentage of students scoring at level 3 will increase by 5% school wide.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	75%	80%					
			3.2. Use of guided reading leveled library	3.2. Purchase and implementation of Fountas and Pinnell guided reading level library for K-6.	3.2. Administration Reading Coach Faculty Media Specialists	3.2. Training attendance Lesson plans Monitoring of student progress.	3.2. Student achievement.
			3.3. Vertical articulation of reading standards and curriculum resources	3.3. Developing a curriculum and resource timeline. Establish common planning.	3.3. Administration Faculty Reading Coach	3.3. Vertical articulation meetings. Implementation of the timeline.	3.3. Timeline Lesson plans Achievement reports.
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
4. Percentage of students in Lowest 25% making learning gains in reading			4.1 Resources/Time for Voyager	4.1. Provide tutoring for all at risk level 1 and level 2 students.	4.1. Administration	4.1. Monitoring the percentage of students receiving at risk services	4.1. Formative Assessments, common assessments, FCAT results.
Reading Goal #4:							
The number of students making learning gains in the lowest 25% will increase by 5% school wide	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	80%	85%					

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			4.2. Scheduling and funding.	4.2. Use of the Voyager reading program.	4.2. Literacy coach	4.2. Voyager reading scores.	4.2. Formative Assessments, common assessments, FCAT results. FCAT results
			4.3. Levels 3 and 4 making gains	4.3. Provide enrichment/targeted instruction	4.3. Admin/Teachers	4.3. PLC progress monitoring	4.3. Formative Assessments, common assessments, FCAT results.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	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 <u>Reading Goal #5A:</u>	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian: Increasing AYP targets by 7% each year for all subgroups	5A.1. ESOL tutoring	5A.1. ESOL assistant, Literacy coach and administration.	5A.1. Formal assessments, progress reports and report cards.	5A.1. AYP results.
Subgroups, as identified by AYP, will increase scores to meet AYP goals. AYP goal for 2011-2012 for all subgroups is 86%	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	White: 91% Black: NA Hispanic: 80% Asian: NA American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5A.2. Scheduling and funding.	5A.2. Use of the Voyager reading program.	5A.2. Literacy coach	5A.2. Voyager reading scores.	5A.2. AYP results.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u>	Reading Goal #5B: English Language Learners (ELL)		5B.1. Scheduling/language barriers	5B.1. ESOL tutoring	5B.1. ESOL assistant, Literacy coach and administration	5B.1. Formal assessments, progress reports and report cards.	5B.1. AYP results.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	NA	NA					
ELL students will increase scores to meet AYP goals.			5B.2. Scheduling/language barriers	5B.2. Use of the Voyager reading program.	5B.2. Literacy coach	5B.2. Voyager reading scores.	5B.2. AYP results.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u>	Reading Goal #5C: Students with Disabilities (SWD)		5C.1. Scheduling/targeted instruction	5C.1. ESE support facilitation.	5C.1. VE teachers, RCS and administration	5C.1. Formal assessments, progress reports and report cards. PLC Progress monitoring	5C.1. AYP results. PLC Progress monitoring
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	NA	NA					
SWD students will increase scores to meet AYP goals.			5C.2. Scheduling/targeted	5C.2. Use of the Voyager	5C.2. Literacy coach	5C.2. Voyager reading scores	5C.2. AYP results.

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		instruction	reading program.			
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Reading Goal #5D: Economically Disadvantaged		5D.1. Scheduling/targeted instruction	5D.1. Reading tutoring	5D.1. Literacy coach and administration.	5D.1. Formal assessments, progress reports and report cards.
	All subgroups met AYP	2011 Current Level of Performance:*	2012 Expected Level of Performance:*			
			5D.2. Scheduling /targeted instruction	5D.2. Use of the Voyager reading program.	5D.2. Literacy coach	5D.2. Voyager reading scores.
			5D.3.	5D.3.	5D.3.	5D.3.

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
Data Analysis and Progress Monitoring	all	Admin, Reading Coach	Faculty Grade Levels (all) Lang Arts Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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<p>Best Practices in Reading Instruction- High Lang Arts Department PLC groups</p> <p>Impact Strategies/ Planning models</p>	all	Admin, Reading Coach	<p>Faculty Grade Levels (all) Lang Arts Department PLC groups</p>	<p>1st/3rd Wed Whole Faculty</p> <p>2nd/4th Wed PLCs</p> <p>2nd/4th Thur Grade Levels/Departments</p>	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
<p>Curriculum Focus and CIM</p>	all	Admin, Reading Coach, Lead Teachers	<p>Faculty Grade Levels (all) Lang Arts Department PLC groups</p>	<p>1st/3rd Wed Whole Faculty</p> <p>2nd/4th Wed PLCs</p> <p>2nd/4th Thur Grade Levels/Departments</p>	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

Reading Budget (Insert rows as needed)

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

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

End of Reading Goals

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Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics			1.1. Continue teacher participation in summer training.	1.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	1.1. Administration Faculty	1.1. Attendance records	1.1. Formative assessments/ FCAT results
Mathematics Goal #1:							
The percentage of students scoring at level 3 will increase by 4% school wide.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	88% (731)	92%					
			1.2. Home and school use of technology applications.	1.2. Teacher training and modeling. Student access to online textbooks.	1.2. Administration Faculty	1.2. Lesson plans Home communication Website links	1.2. Common assessments. Technology reports.
			1.3. Meet the needs of struggling math students	1.3. Training and use of intervention resources from the math curriculum	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics			2.1. Continue teacher participation in summer	2.1. Teacher training in Go Math (K-5), new NGSSS	2.1. Administration Faculty	2.1 Attendance records	2.1. Formative assessments/ FCAT
Mathematics Goal #2:							

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The number of students scoring at level 4 and 5 will increase by 5% school wide.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	training.	and new middle school programs.			results
	55%	60%					
			2.2. Home and school use of technology applications.	2.2. Teacher training and modeling. Student access to online textbooks.	2.2. Administration Faculty	2.2. Lesson plans Home communication Website links	2.2. Common assessments. Technology reports.
		2.3 Meet the needs of struggling math students	2.3. Training and use of intervention resources from the math curriculum	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
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:			3.1. Continue teacher participation in summer training.	3.1. Teacher training in Go Math (K-5), new NGSSS and new middle school programs.	3.1. Administration Faculty	3.1. Attendance records	3.1. Formative assessments/ FCAT
The number of students scoring at level 3 will increase by 5% school wide	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	78%	83%					
			3.2. Home and school use of	3.2. Teacher training and	3.2. Administration	3.2. Lesson plans	3.2 Common assessments.

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		technology applications.	modeling. Student access to online textbooks.	Faculty	Home communication Website links	Technology reports.	
		3.3. None	3.3. Participate in District/State/National competitions programs.	3.3. Faculty	3.3. Participation records	3.3. Competition results	
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	
4. Percentage of students in Lowest 25% making learning gains in mathematics		4.1. Personnel limitations.	4.1. Voyager math will be available to use as needed	4.1. Faculty and administration	4.1. Voyager reports	4.1. Classroom assessments, Formative assessments, FCAT results.	
<u>Mathematics Goal #4:</u>							
The number of students at level one and two will decrease school wide by 10%.	2011 Current Level of Performance:*						2012 Expected Level of Performance:*
	75%						85%
		4.2. Funding and student participation.	4.2. Saturday and after school tutoring.	4.2. Faculty and administration	4.2. Attendance records	4.2. Classroom assessments, Formative assessments, FCAT results.	
		4.3. Levels 3 and 4 students in the lowest 25%	4.3. Targeted instruction/data chats/challenging curriculum	4.3. Teachers/Admin	4.3. Progress monitoring of formative assessments/PLC process	4.3. Classroom assessments, Formative assessments, FCAT results.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p><u>Mathematics Goal #5A:</u></p>	<p>Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>		<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. Saturday and after school tutoring./ interventions during the day/targeted instruction</p>	<p>5A.1. Faculty and administration</p>	<p>5A.1. Attendance records, PLC process</p>	<p>5A.1. Classroom assessments, formative assessments, AYP reports</p>
<p>Hispanic students will increase scores to meet AYP goal.</p> <p>AYP goal for 2011-2012 for all subgroups is 86%</p>	<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>	<p>Hispanic subgroup meeting AYP target</p>				
	<p>White: 88% Black: NA Hispanic: 75% Asian: NA American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p><u>Mathematics Goal #5B:</u></p>	<p>Mathematics Goal #5B: English Language Learners (ELL)</p>		<p>5B.1. Scheduling limitations</p>	<p>5B.1. ESOL tutoring</p>	<p>5B.1. ESOL assistant and administration</p>	<p>5B.1. Progress reports and report cards.</p>	<p>5B.1. AYP reports.</p>
<p>ELL students will increase scores to meet AYP goals.</p>	<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>					
	<p>NA</p>	<p>NA</p>					
			<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>
			<p>5B.3</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: Students with disabilities will increase scores to meet AYP goals.	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1. Funding and student participation.	5C.1. Saturday and after school tutoring.	5C.1. Faculty and administration	5C.1. Attendance records	5C.1. AYP reports
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	NA	NA					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D: AYP was met in all subgroups	Mathematics Goal #5D: Economically Disadvantaged		5D.1. Funding and student participation.	5D.1. Saturday and after school tutoring.	5D.1. Faculty and administration	5D.1. Attendance records	5D.1. AYP reports
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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
Data Analysis and Progress Monitoring	all	Admin, Reading Coach	Faculty Grade Levels (all) Math Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Best Practices in Mathematics Instruction- High Impact Strategies/Planning models	all	Admin, Reading Coach	Faculty Grade Levels (all) Math Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Curriculum Focus- NGSSs, new Math Text and CIM	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Math Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

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

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			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 Mathematics Goals

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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)).

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				
1. Students achieving proficiency (FCAT Level 3) in science			1.1. Resources and supplies for hands-on lab activities in the classroom.	1.1. Continue science lab activities for all grades. Increase the use of technology in the classroom.	1.1. Faculty and administration	1.1. Lesson plans.	1.1. Formative Assessments, classroom assessments, PLC results FCAT results				
Science Goal #1:											
Decrease the percentage of students scoring at level 1 and 2 students by 10% Increase level 3 and above by 5 %											
<table border="1"> <tr> <td><u>2011 Current Level of Performance:*</u></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td>80% (225)</td> <td>85%</td> </tr> </table>			<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	80% (225)	85%	1.2. Student and teacher participation in science fair and science nights.	1.2. Establish a school wide science fair (K-5, 6-8) Re-establish science nights.	1.2. Faculty and administration	1.2. School calendar	1.2. Participation results
<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>										
80% (225)	85%										
			1.3. District adopted curriculum resources.			1.3. Professional development and training.	1.3. Faculty and administration	1.3. Enrollment in courses Attendance records Progress monitoring of performance. Lesson plans.	1.3. Formative assessments. Classroom assessments. PLC results FCAT results		

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science		2.1. Resources and supplies for hands-on lab activities in the classroom.	2.1. Continue science lab activities for all grades. Increase the use of technology in the classroom.	2.1. Faculty and administration	2.1. Lesson plans.	2.1. Formative Assessments, classroom assessments, PLC results FCAT results
Science Goal #2:						
Increase the percentage of students Scoring at level 4 & 5 by 5%	<table border="1"> <thead> <tr> <th>2011 Current Level of Performance</th> <th>2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>35%</td> </tr> </tbody> </table>					
2011 Current Level of Performance	2012 Expected Level of Performance:*					
30%	35%					
		2.2. Student and teacher participation in science fair and science nights	2.2. Establish a school wide science fair (K-5, 6-8) Re-establish science nights.	2.2. Faculty and administration	2.2. School calendar	2.2. Participation results
		2.3 District adopted curriculum resources	2.3 Professional development and training.	2.3 Faculty and administration	2.3 Enrollment in courses Attendance records Progress monitoring of performance. Lesson plans.	2.3 Formative assessments. Classroom assessments. PLC results FCAT results

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
Data Analysis and	all	Admin, PLC	Faculty	1 st /3 rd Wed Whole	Regularly scheduled meetings	Admin, Coach, PLC Leads

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Progress Monitoring		Leads	Grade Levels (all) Math Department PLC groups	Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	and Continuous Improvement Model	
Best Practices in Science Instruction- High Impact Strategies/Planning models	all	Admin, PLC Leads	Faculty Grade Levels (all) Math Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Curriculum Focus- NGSSs, Discovery Science, and CIM	all	Admin, PLC Leads, Lead Teachers	Faculty Grade Levels (all) Math Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing Writing Goal #1:			1.1. Training faculty and students. Cross content writing.	1.1. Continue the use of the PDA module.	1.1. Literacy Coach Faculty	1.1. Participation in training	1.1. Florida Writes and Osceola Writers results.
Increase the percentage of students scoring 4.0 or higher by 1%	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
Increase the percentage of students scoring at level 4 to level 5 and 6 by 6% (4 th grade)	4 th grade – 54% level 5 and 6	4 th grade – 60% level 5 and 6					
Increase the percentage of students scoring at level 4 to level 5 and 6 by 15% (8 th grade)	8 th grade – 45% level 5 and 6	8 th grade – 60% level 5 and 6					
			1.2. Parent interest and faculty availability	1.2. Increase student/parent understanding of the writing rubric by providing parent workshop.	1.2. Literacy coach, Literacy council, Administration	1.2. Workshop attendance	1.2. Florida Writes and Osceola Writers results
			1.3. Student interest	1.3. Continue opportunities for students to publish their writing	1.3. Media specialist	1.3. Published books	1.3. Published books
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

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2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1 Provide small group instruction.	2A.1. Media specialist	2A.1. Participation in the program.	2A.1. AYP reports, Osceola writes scores and FCAT scores.
Students will increase scores to meet AYP goals.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
			2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.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
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Writing Goal #2B: English Language Learners (ELL)	2B.1. Scheduling	3B.1. Provide small group instruction	2B.1. Media specialist	2B.1. Participation in the program.	2B.1. AYP reports, Osceola writes scores and FCAT scores.
ELL students will increase scores to meet AYP goals.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2C: Students with Disabilities (SWD)	2C.1. Scheduling	2C.1. Provide small group instruction	2C.1. Media specialist	2C.1. Participation in the program.	2C.1. AYP reports, Osceola writes scores and FCAT scores.

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Writing Goal #2C:							
Students with disabilities will increase scores to meet AYP goals.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			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	
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2D: Economically Disadvantaged		2D.1. Scheduling	2D.1. Provide small group instruction	2D.1. Media specialist	2D.1. Participation in the program	2D.1. AYP reports, Osceola writes scores and FCAT scores.
Writing Goal #2D:							
Economically disadvantaged students will increase scores to meet AYP goals.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	

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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2011-2012 School Improvement Plan (SIP)-Form SIP-1

				meetings)		
Data Analysis and Progress Monitoring	all	Admin, Reading Coach, Lead Teacher	Faculty Grade Levels (all) Lang Arts Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Best Practices in Writing Instruction- High Impact Strategies/Planning models	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Lang Arts Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads
Curriculum Focus- PDA Writing and CIM	all	Admin, Reading Coach, Lead Teachers	Faculty Grade Levels (all) Lang Arts Department PLC groups	1 st /3 rd Wed Whole Faculty 2 nd /4 th Wed PLCs 2 nd /4 th Thur Grade Levels/Departments	Regularly scheduled meetings and Continuous Improvement Model	Admin, Coach, PLC Leads

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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Attendance Goal(s)

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

ATTENDANCE GOAL(S)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: ADA at 97%		1.1. Planned activities during school calendar.	1.1. Student recognition program. Positive reinforcement incentives.	1.1. Dean and Administration	1.1. Attendance records	1.1. Attendance records
2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

SUSPENSION GOAL(S)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Decrease the number of referrals by 15%		1.1. Consistency	1.1. Positive student reinforcement programs to replace negative behavior with positive behavior	1.1. Dean and administration	1.1. Referral records	1.1. Referral records.
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions					
<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					
2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
2011 Total Number of Students Suspended Out-of-School	2012 Expected Number of Students Suspended Out-of-School					
<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

DROPOUT PREVENTION GOAL(S)			Problem-solving Process to Dropout Prevention					
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:								
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>								
<i>Enter narrative for the goal in this box.</i>	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*						
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>						
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*						
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	

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

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

* 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					
		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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Parent participation	1.1. Provide a workshop informing parents of volunteer opportunities. Provide a workshop on PIV and FCAT explorer. Update school website to include text books links and school activities. (Email blast, C2C schools)	1.1. SAC and PTA	1.1. Attendance logs	1.1. Attendance logs	
Continue parent meeting on topics of interest concerning parent involvement	2011 Current level of Parent Involvement: * Enter numerical data for current level of parent involvement in this box.	2012 Expected level of Parent Involvement: * Enter numerical data for expected level of parent involvement in this box.					
			1.2.	1.2. Meet in late spring to update SIP.	1.2. SAC	1.2. Attendance logs	1.2. Attendance logs
			1.3.	1.3. Use of student agenda for grades K-8	1.3. PTA	1.3. Teacher/parent feedback	1.3. Teacher/parent feedback

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

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

End of Parent Involvement Goal(s)

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Additional Goal(s)

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

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. Support Classroom Technology Additional Goal #1: Teachers will increase use of internet based and application resources as indicated in weekly lesson plans. STaR charts responses will place the school in the Intermediate range.			1.1. Technology resources and teacher implementation/training	1.1. Provide SENTEO systems, Smart boards and classroom computers.	1.1. Administration	1.1. Lesson plans implementing technology.	1.1. Inventory control records
2011 Current Level :*		2012 Expected Level :*					
Enter numerical data for current goal in this box.		Enter numerical data for expected goal in this box.					
			1.2. Computer access	1.2. Expand the use of Virtual fieldtrips.	1.2. Faculty	1.2. Lesson plans.	1.2. Lesson plans.
			1.3.	1.3. Update computer software to be compatible with District software	1.3. Administration and Tech specialist	1.3. Technology update records	1.3. Inventory control records

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Additional Goal(s)

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

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. Bullying Prevention Additional Goal #1:			1.1.	1.1. Continue to implement and enhance Bullying prevention initiatives	1.1. Administration, SAC, Dean and Guidance counselors	1.1. School climate surveys	1.1. SESIR reports
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level :*</u>	<u>2012 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2. Continue Character Education curriculum	1.2. Faculty, Dean and Guidance counselors	1.2. Lesson plans.	1.2. SESIR reports, parent and student surveys
			1.3.	1.3. School wide bullying prevention subcommittee and timeline.	1.3.	1.3.	1.3.

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* 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. Social Studies Additional Goal #1: Integrate Next Generation Sunshine State standards for Social Studies into all grades. Update after standards are released.			1.1. Teacher participation	1.1. All instructional staff will attend District training.	1.1. Administration	1.1. In Service logs	1.1. In Service logs
	2011 Current Level :*	2012 Expected Level :*	Time and scheduling	Articulation meetings (vertical and horizontal). Including addressing timelines.	Administration/Faculty/Grade Level chairs.	Planning meetings. Implementation of curriculum.	
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.					
			1.2. Development of the test.	1.2. Pre and Post test per grade level based on new standards.	1.2. Administration/Faculty	1.2. Testing results	1.2. Testing results
			1.3. Curriculum mapping.	1.3. Six grade teachers will teach the new curriculum plus Europe and South America for school year 2010-2011	1.3. Administration/Faculty	1.3. Lesson plans	1.3. Lesson plans
			1.4. Faculty sponsor	1.4. Implement Student Government in Elementary and Middle School.	1.4. Administration	1.4. Student participation	1.4. Student participation

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

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

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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					
<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input checked="" type="checkbox"/> Prevent I	<input type="checkbox"/> 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.

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Describe projected use of SAC funds.	Amount