

Florida Department of Education



Hickory Creek Elementary School

School Improvement Plan (SIP) Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Hickory Creek Elementary School	District Name: St. Johns County Schools
Principal: Dr. Paul Goricki	Superintendent: Dr. Joseph Joyner
SAC Chair: LaVerne Love and Angie Goldsmith	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Paul Goricki	BA, MA, Ed.D. School Principal	7	31	Led Hickory Creek Elementary School to “A” status for every year since the school’s inception in the 2005-06 School Year. 100% AYP
Assistant Principal	Bethany Groves	BS, MA School Principal Ed. Leadership Teacher, K-6 Reading, 1-12	3	6	Co-led Hickory Creek Elementary School to “A” status during the 2009-10, 2010-11 and 2011-12 School Years. Met 100% AYP.

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Ed. Leadership	Todd Watson	BS, MA Teacher, 1-5 Ed. Leadership	1	1	Led RtI process that contributed to 82% (Math) and 93% (Reading) Learning Gains among Lowest 25 % of Students.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Focus on recruitment of classroom and lead teachers with 3+ years of successful experience to ensure knowledge and skills associated with student growth.	Paul Goricki, Bethany Groves	September, 2012
2. Provide teachers with continuous observation and post-observation conference opportunities centered on professional growth.	Paul Goricki, Bethany Groves	June, 2013
3. Provide teachers with yearlong staff development in Marzano strategies and Common Core Standards associated with teacher growth.	Paul Goricki, Bethany Groves	June, 2013
4. Provide scheduled opportunities for collegial sharing with grade-level and house colleagues.	Paul Goricki, Bethany Groves	June, 2013

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	5	22	22	51	33	100	12	12	67

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sarah Goselin	Abigail Menke	Lead Teacher/Associate Teacher	Continuous shared planning
Lynne Kruse	Carol Deliazard	Kindergarten Colleagues	Continuous shared planning

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Kathy Young	Mary Grouss	First Grade Colleagues	Continuous shared planning
Laura Eads	Lindsay Watters	First Grade Colleagues	Continuous shared planning
Caroline Connelly	Elise Littlefield	Lead Teacher/Associate Teacher	Continuous shared planning
Torrey Ford	TBA	Lead Teacher/Associate Teacher	Continuous shared planning
Suzy Williams	Elise Howes	Lead Teacher/Associate Teacher	Continuous shared planning
Kelly Neel	Jennifer Lee	Fourth Grade Colleagues	Continuous shared planning
Tammy Slate	Karen Olson	Fourth Grade Colleagues	Continuous shared planning
Suzanne Mecke	LeeAnn Dimon	Fifth Grade Colleagues	Continuous shared planning
Karen Itner	Amanda Grainger	Fifth Grade Colleagues	Continuous shared planning
Andrea Finnerty	LouAnn Reel	ESE Colleagues	Continuous shared planning

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Todd Watson, Instructional Literacy Coach, Lauren Hicks, School Psychologist, Patricia Iisager, Guidance Counselor, Paul Goricki, Principal, Bethany Groves, Assistant Principal, Andrea Finnerty, ESE Instruction, Mindy Gilliland, Speech Pathologist, Cinda Grimes, Behavior Specialist</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Weekly meetings are held to discuss any student concerns raised by teachers or parents. The MTSS Team reviews the student’s academic progress and other relevant information. The Team decides whether a student needs a MTSS Plan. Plans include intervention strategies and a progress monitoring tools. Parents are invited to MTSS meetings to discuss their child’s progress and needs.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS Team reviews universal data, progress monitoring and teacher recommendations when determining identification of students. Based on the available data, the Team decides whether an MTSS Plan is necessary for a student. The MTSS Team meets weekly to problem solve, share effective practices and assist in making decisions.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The MTSS Team uses a variety of data sources for students who begin at Tier 1. Data sources include: FCAT results, FAIR, Discovery Education, teacher records, DRA and comparison records, when need. During Tier 2 and Tier 3 phases, The MTSS Team will continue to monitor Tier 1 data as it monitors the student’s progress monitoring data from his/her MTSS Plan.</p>
<p>Describe the plan to train staff on MTSS. MTSS members receive district-level training and active local support from the Team during regular meetings, appropriate professional development activities and individual training, as needed.</p>
<p>Describe the plan to support MTSS. A rotating WOW Wednesday schedule provides opportunities for grade-level teams to meet formally with MTSS members every six weeks and as needed. The Instructional Literacy Coach reserves time on the weekly MTSS meeting agenda for Core Team members to discuss the needs and progress of MTSS Team.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p>

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

Public School Choice

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

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

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

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

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

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

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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 [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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. This year our school's enrollment increased about 30%. We will need to provide differentiated instruction to a wide range of present levels of student performance while seeking to fill in instructional gaps that may have occurred due to moving from one educational system to another.</p>	<p>1A.1. All students will participate in an uninterrupted 90 minute reading block using the Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic non-fiction in Literature Circles and Literacy Center activities</p> <p>All 1st – 5th grade students will be encouraged to participate in the AR Reading Challenge by reading books at their level</p> <p>Intermediate students will be encouraged to read the Florida Sunshine State Readers and be a part of Hickory Creek's Battle of the Books Team</p> <p>Intermediate students will be invited to</p>	<p>1A.1. Administration</p> <p>Classroom Teachers Administration PTO</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Instructional Literacy Coach District Technology Support</p> <p>Administration Instructional Literacy Coach</p>	<p>1A.1. Observations Lesson Plans Progress monitoring data</p> <p>Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals</p> <p>Media Specialist will coordinate the check-out, reading and comprehension for the Sunshine State Readers as well as the Battle of the Books Team</p> <p>Media Specialist will coordinate the invitations and activities at the Sunshine State Readers breakfasts</p> <p>Media Specialist will coordinate a book fair that students and parents can attend and purchase further reading materials</p> <p>Classroom teachers will use appropriate technology in the classroom and parents will also use at home to support literacy development</p> <p>Administration will make observations of classrooms and encourage the professional development of teachers</p>	<p>1A.1. Walk-throughs Teacher/Classroom observations</p> <p>AR Data</p> <p>Our students' vote in favorite Sunshine State Reader along with our team's participation in the Battle of the Books competition</p> <p>Breakfast Club Attendance logs</p> <p>Book fair dates on calendar and sales</p> <p>Raz-Kids reports and technology integrated into lesson plans</p> <p>Walk-throughs Observations</p>		
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	<p>attend a Florida Sunshine State Readers breakfast club to discuss the books and develop their understanding</p> <p>Book Fair will encourage students to read, acquire reading material and further develop a love for reading</p> <p>Use of Raz-Kids and appropriate on-line technology connected with literacy grade level objectives</p> <p>Support teachers in their understanding and use of Reading Workshop or Daily 5 as an instructional strategy for differentiation</p>					
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To increase the percentage of students achieving proficiency in reading (FCAT level 3) by decreasing the percentage of students scoring levels 1 and 2.</i>							
	23%	23%					
		1A.2. Providing adequate ESE and behavioral support to appropriate classrooms so these students can achieve and classroom teachers can actively instruct all students.	1A.2. Regular consultation with district behavior specialist to support those students with unique behavioral challenges Extra ESE para-professional hired to support a growing and varied ESE population Careful use of scheduling, flexible groups, and support personnel to meet ESE needs	1A.2. District Behavior Support Personnel LEA/AP Administration LEA/AP ESE teachers	1A.2. District will assign a behavior specialist that will schedule regular consultative visits to discuss student needs, review behavior plans and provide guidance in adequately meeting these students' needs Extra Extended Day funds will be used to hire a para-professional to work with ESE students, once this position is approved by Central Office LEA/AP and ESE teachers will meet as needed to review schedules, flexible groups and resource personnel to meet changing ESE needs	1A.2. District Behavior Specialists Calendar and Notes Behavior Plans HR records showing job created and hired Schedules, Student Groups	

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		<p>1A.3. Providing adequate interventions through the RTI process with enough resources and manpower to provide for all students who demonstrate such need.</p>	<p>1A.3. Immediate Intensive Interventions will be provided for Tier II and Tier III students, 3 – 5 days per week</p> <p>Teachers will participate as grade level teams in regular RTI meetings and data discussions so Tier 1, 2, and 3 level instruction can be strengthened</p> <p>Use of FCAT Explorer and FCAT Focus exams to test and reinforce instruction</p> <p>Struggling third through fifth graders will be eligible for an after school tutoring program that uses supplemental material to support instruction</p> <p>The Read Naturally Program will be used in the computer lab to provide effective instruction for students who may be struggling with proficiency</p> <p>Regular progress monitoring will be used including FAIR, Discovery Education and classroom assessments for RTI students to check progress and adjust interventions as needed</p> <p>Use of Instructional Literacy Coach to support the analysis of data, writing, and maintaining RTI plans, modeling strategies and interventions for use with RTI students and researching and organizing materials for effective interventions</p>	<p>1A.3. Classroom Teachers Administration</p> <p>Administration Classroom Teachers ILC</p> <p>Intermediate Teachers ILC</p> <p>Intermediate Teachers</p> <p>ESE Teachers ILC</p> <p>Classroom Teachers ILC Administration</p> <p>ILC Administration</p>	<p>1A.3. Teachers will present students to RTI team and then implement tier plans as written. The RTI team will monitor student progress and support the teacher in adjusting the plan and instruction as necessary</p> <p>Wednesdays have been scheduled to allow every grade to meet every 6 weeks with the RTI team</p> <p>Classroom teachers will provide students the opportunity to review FCAT content and benchmarks</p> <p>At-risk students will be offered the opportunity for after-school tutoring to support grade level benchmarks</p> <p>The ESE teachers will run a before school Read Naturally program to support ESE and at-risk students in their reading development</p> <p>Classroom Teachers RTI Team Administration</p> <p>Teachers will contact the ILC for help and support as needed</p>	<p>1A.3. RTI database</p> <p>RTI and WOW Wednesday Schedule</p> <p>FCAT Explorer and Content Focus reports</p> <p>Attendance sheets Progress Monitoring Data</p> <p>Read Naturally Lab Schedule</p> <p>Progress Monitoring Reports</p> <p>ILC log</p>	
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		1A. 4 Development of familial supports so parents/grandparents/and primary caregivers can support the acquisition and support of their student's reading development	Administration will conduct monthly Principal Chats in which some of the topics discussed will be literacy development and support at home Classroom teachers will hold report card conferences in which they will cover concrete ways parents can support literacy development at home	Administration Classroom Teachers	Administration will invite parents to attend a one-hour per month discussion on various topics that support the home-school connection Parents will attend report card conference with teachers to discuss ways to support student achievement	Attendance Logs Conference Attendance Logs	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Providing differentiated instruction to all students at their level of need</p>	<p>2A.1.All students will participate in an uninterrupted 90 minute reading block using Houghton Mifflin Reading series, leveled guided texts and extended to more difficult literature and content area informational text to increase rigor, comprehension and application of text</p> <p>All 1st – 5th grade students will be encouraged to participate in the AR reading challenge by reading books at their level</p> <p>Intermediate students will be encouraged to read the Florida Sunshine State Readers and be a part of the Hickory Creek Battle of the Books Team</p> <p>Intermediate students will</p>	<p>2A.1. Administration</p> <p>Classroom Teachers Administration PTO</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Classroom Teachers ILC Administration</p> <p>ILC Grade Level Team Leaders administration</p>	<p>2A.1. Observations Lesson plans Progress Monitoring Data</p> <p>Teachers will set individual AR goals for each student and then track their progress each nine weeks. Staff will work with the PTO to provide recognition to those meeting their quarterly goals</p> <p>Media Specialist will coordinate the check-out, reading and comprehension for the Sunshine State Readers as well as oversee the Battle of the Books Team</p> <p>Media Specialist will coordinate the attendance and activities at the Sunshine State Readers Breakfast Club</p> <p>Media Specialist will coordinate a book fair that students and parents can attend and purchase further reading material</p> <p>Teachers will give pre-tests when appropriate. Students who already demonstrate proficiency with those particular concept will be moved on to new/expanded instruction</p> <p>Team Leaders will be led in periodic discussions to evaluate curriculum and obtain new resources to support student development in the classroom</p>	<p>2A.1. Walk-throughs Observations</p> <p>AR reading logs</p> <p>Our students' vote in their favorite Sunshine State Reader as well as our team's participation in the Battle of the Books</p> <p>Breakfast Club Attendance Logs</p> <p>Book fair dates on the calendar and sales</p> <p>Student pre/post-test records</p> <p>Year-end reflections by Staff and ILC on materials, effectiveness and needs</p>		
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	<p>be invited to attend a Florida Sunshine State Readers Breakfast Club to discuss the books and develop their understanding</p> <p>Book Fair will encourage students to read, acquire new and more difficult reading material and further develop a love of reading</p> <p>Students will be pre-tested when appropriate and then advanced if material has already been mastered</p> <p>Materials will continually be evaluated for effectiveness and use with interventions as well as gifted students and new materials will be incorporated as needed and available</p>					
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Reading Goal #2A:	2012 Current	2013 Expected					
<i>To increase the percentage of students achieving above proficiency in reading (FCAT levels 4 & 5) by moving more of the level 3's to levels 4 and 5.</i>	Level of Performance:*	Level of Performance:*					
	64%	67%					
		2A.2. Higher level thinking skills and extensions, including grade level acceleration	<p>2A.2. Marzano and Kagan strategies incorporated into whole group small/group teaching</p> <p>Incorporate writing and reading across all content areas</p> <p>Include extensions and applications to most every unit of materials as appropriate</p> <p>Incorporate in grades 2 – 5 and convert in K – 1 to Common Core standards which require greater text complexity, more complex assessments and literacy used as a cross-curricular tool for understanding</p>	<p>2A.2. Classroom teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom teachers District Cadre Support Specialists</p>	<p>2A.2. Teachers will review Marzano and Kagan strategies in grade level meetings and incorporate these into instruction</p> <p>Teachers will incorporate non-fiction, content area text and writing opportunities in all content areas on a regular basis</p> <p>Grade level teams will plan extensions and applications to accompany units of instruction</p> <p>Grade level teams will work together to understand common core requirements and to build and incorporate these new standards into their teaching. They will begin to increase the rigor required so students can meet the demands of the upcoming PARCC evaluations</p>	<p>2A.2. Lesson Plans Observations</p> <p>Lesson Plans Observations</p> <p>Lesson Plans Observations Grade Level Team Notes</p> <p>Lesson Plans Observations Grade Level Team Notes</p>	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Providing differentiated instruction to all students at their level of need</p>	<p>3A.1. All students will participate in an uninterrupted 90 minute reading block using the Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic non-fiction in Literature Circles and Literacy Center activities</p> <p>All 1st – 5th grade students will be encouraged to participate in the AR Reading Challenge by reading books at their level</p> <p>Intermediate students will be encouraged to read the Florida Sunshine State Readers and be a part of Hickory Creek’s Battle of the Books Team</p> <p>Intermediate students will be invited to attend a Florida Sunshine State Readers</p>	<p>3A.1. Administration</p> <p>Classroom Teachers Administration PTO</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Instructional Literacy Coach District Technology Support</p> <p>Administration Instructional Literacy Coach</p>	<p>3A.1. Observations Lesson Plans Progress monitoring data</p> <p>Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals</p> <p>Media Specialist will coordinate the check-out, reading and comprehension for the Sunshine State Readers as well as the Battle of the Books Team</p> <p>Media Specialist will coordinate the invitations and activities at the Sunshine State Readers breakfasts</p> <p>Media Specialist will coordinate a book fair that students and parents can attend and purchase further reading materials</p> <p>Classroom teachers will use appropriate technology in the classroom and parents will also use at home to support literacy development</p> <p>Administration will make observations of classrooms and encourage the professional development of teachers</p>	<p>3A.1. Walk-throughs Teacher/Classroom observations</p> <p>AR Data</p> <p>Our students’ vote in favorite Sunshine State Reader along with our team’s participation in the Battle of the Books competition</p> <p>Breakfast Club Attendance logs</p> <p>Book fair dates on calendar and sales</p> <p>Raz-Kids reports and technology integrated into lesson plans</p> <p>Walk-throughs Observations</p>		
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		<p>breakfast club to discuss the books and develop their understanding</p> <p>Book Fair will encourage students to read, acquire reading material and further develop a love for reading</p> <p>Use of Raz-Kids and appropriate on-line technology connected with literacy grade level objectives</p> <p>Support teachers in their understanding and use of Reading Workshop or Daily 5 as an instructional strategy for differentiation</p>					
<p>Reading Goal #3A: <i>To increase the percentage of students making Learning Gains in Reading as measured on the FCAT</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	82%	84%					

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		<p>3A.2. Providing adequate interventions through the RTI process with enough resources and manpower to provide for all students who demonstrate such need.</p>	<p>3A.2. Immediate Intensive Interventions will be provided for Tier II and Tier III students, 3 – 5 days per week</p> <p>Teachers will participate as grade level teams in regular RTI meetings and data discussions so Tier 1, 2, and 3 level instruction can be strengthened</p> <p>Use of FCAT Explorer and FCAT Focus exams to test and reinforce instruction</p> <p>Struggling third through fifth graders will be eligible for an after school tutoring program that uses supplemental material to support instruction</p> <p>The Read Naturally Program will be used in the computer lab to provide effective instruction for students who may be struggling with proficiency</p> <p>Regular progress monitoring will be used including FAIR, Discovery Education and classroom assessments for RTI students to check progress and adjust interventions as needed</p> <p>Use of Instructional Literacy Coach to support the analysis of data, writing, and maintaining RTI plans, modeling strategies and interventions for use with RTI students and researching and organizing materials for effective interventions</p>	<p>3A.2. Classroom Teachers Administration</p> <p>Administration Classroom Teachers ILC</p> <p>Intermediate Teachers ILC</p> <p>Intermediate Teachers</p> <p>ESE Teachers ILC</p> <p>Classroom Teachers ILC Administration</p> <p>ILC Administration</p>	<p>3A.2. Teachers will present students to RTI team and then implement tier plans as written. The RTI team will monitor student progress and support the teacher in adjusting the plan and instruction as necessary</p> <p>Wednesdays have been scheduled to allow every grade to meet every 6 weeks with the RTI team</p> <p>Classroom teachers will provide students the opportunity to review FCAT content and benchmarks</p> <p>At-risk students will be offered the opportunity for after-school tutoring to support grade level benchmarks</p> <p>The ESE teachers will run a before school Read Naturally program to support ESE and at-risk students in their reading development</p> <p>Classroom Teachers RTI Team Administration</p> <p>Teachers will contact the ILC for help and support as needed</p>	<p>3A.2. . RTI database</p> <p>RTI and WOW Wednesday Schedule</p> <p>FCAT Explorer and Content Focus reports</p> <p>Attendance sheets Progress Monitoring Data</p> <p>Read Naturally Lab Schedule</p> <p>Progress Monitoring Reports</p> <p>ILC log</p>	
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		<p>3A.3. Providing adequate ESE and behavioral support to appropriate classrooms so these students can achieve and classroom teachers can actively instruct all students.</p> <p>Providing instruction around increased text complexity with higher level responses and applications of text required</p>	<p>3A.3. Regular consultation with district behavior specialist to support those students with unique behavioral challenges</p> <p>Extra ESE para-professional hired to support a growing and varied ESE population</p> <p>Careful use of scheduling, flexible groups, and support personnel to meet ESE needs</p> <p>Grade level teams will work together to investigate Common Core Standards and investigate samples of increased text complexity</p> <p>Each grade level will send one team member to participate in the District Level Cadres and share information gained to incorporate into instruction and understanding of the Common Core Standards</p>	<p>3A.3. District Behavior Support Personnel LEA/AP</p> <p>Administration</p> <p>LEA/AP ESE teachers</p> <p>Classroom Teachers ILC Administration</p> <p>Classroom Teachers</p>	<p>3A.3. District will assign a behavior specialist that will schedule regular consultative visits to discuss student needs, review behavior plans and provide guidance in adequately meeting these students' needs</p> <p>Extra Extended Day funds will be used to hire a para-professional to work with ESE students, once this position is approved by Central Office</p> <p>LEA/AP and ESE teachers will meet as needed to review schedules, flexible groups and resource personnel to meet changing ESE needs</p> <p>Wednesday Early Release Professional Development</p> <p>Wednesday Early Release Professional Development</p>	<p>3A.3. . District Behavior Specialists Calendar and Notes Behavior Plans</p> <p>HR records showing job created and hired</p> <p>Schedules, Student Groups</p> <p>Lesson Plans Team Notes Observations</p> <p>Team Notes Observations Lesson Plans</p>	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>N/A</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>N/A</i>	<i>N/A</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. .1. Providing differentiated instruction to all students at their level of need</p>	<p>4A.1. All students will participate in an uninterrupted 90 minute reading block using the Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic non-fiction in Literature Circles and Literacy Center activities</p> <p>All 1st – 5th grade students will be encouraged to participate in the AR Reading Challenge by reading books at their level</p> <p>Intermediate students will be encouraged to read the Florida Sunshine State Readers and be a part of Hickory Creek’s Battle of the Books Team</p> <p>Intermediate students will be invited to</p>	<p>4A.1. Administration</p> <p>Classroom Teachers Administration PTO</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Media Specialist</p> <p>Instructional Literacy Coach District Technology Support</p> <p>Administration Instructional Literacy Coach</p>	<p>4A.1. Observations Lesson Plans Progress monitoring data</p> <p>Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals</p> <p>Media Specialist will coordinate the check-out, reading and comprehension for the Sunshine State Readers as well as the Battle of the Books Team</p> <p>Media Specialist will coordinate the invitations and activities at the Sunshine State Readers breakfasts</p> <p>Media Specialist will coordinate a book fair that students and parents can attend and purchase further reading materials</p> <p>Classroom teachers will use appropriate technology in the classroom and parents will also use at home to support literacy development</p> <p>Administration will make observations of classrooms and encourage the professional development of teachers</p>	<p>4A.1. Walk-throughs Teacher/Classroom observations</p> <p>AR Data</p> <p>Our students’ vote in favorite Sunshine State Reader along with our team’s participation in the Battle of the Books competition</p> <p>Breakfast Club Attendance logs</p> <p>Book fair dates on calendar and sales</p> <p>Raz-Kids reports and technology integrated into lesson plans</p> <p>Walk-throughs Observations</p>		
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		<p>attend a Florida Sunshine State Readers breakfast club to discuss the books and develop their understanding</p> <p>Book Fair will encourage students to read, acquire reading material and further develop a love for reading</p> <p>Use of Raz-Kids and appropriate on-line technology connected with literacy grade level objectives</p> <p>Support teachers in their understanding and use of Reading Workshop or Daily 5 as an instructional strategy for differentiation</p>					
<p><u>Reading Goal #4A:</u></p> <p><i>To increase the percentage of students in the lowest 25% of 4th and 5th grades to make learning gains as measured on FCAT</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	82%	85%					
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		<p>4A.2 Providing adequate interventions through the RTI process with enough resources and manpower to provide for all students who demonstrate such need.</p>	<p>4A.2. Immediate Intensive Interventions will be provided for Tier II and Tier III Students, 3 – 5 days per week</p> <p>Teachers will participate as grade level teams in regular RTI meetings and data discussions so Tier 1, 2, and 3 instruction can be strengthened</p> <p>Use of FCAT Explorer and FCAT Focus exams to test and reinforce instruction</p> <p>Struggling third through fifth graders will be eligible for an after school tutoring program that uses supplemental material to support instruction</p> <p>The Read Naturally Program will be used in the computer lab to provide effective instruction for students who may be struggling with proficiency</p> <p>Regular progress monitoring will be used including FAIR, Discovery Education and classroom assessments for RTI students to check their progress and adjust interventions as needed</p> <p>Use of the ILC to support analysis of data, writing and maintaining plans, modeling strategies and researching and organizing materials for effective interventions</p>	<p>4A.2. Classroom Teachers Administration</p> <p>Administration Classroom Teachers ILC</p> <p>Intermediate Teachers ILC</p> <p>Intermediate Teachers</p> <p>ESE Teachers ILC</p> <p>Classroom teachers ILC Administration</p> <p>ILC Administration</p>	<p>4A.2. Teachers will present students to RTI team and then implement tier plans as written. The RTI/MTSS team will monitor student progress and support the teacher in adjusting the plan and instruction as necessary</p> <p>Wednesdays have been scheduled to allow every grade to meet every 6 weeks with the RTI team</p> <p>Classroom teachers will provide students the opportunity to review FCAT content and benchmarks</p> <p>At-risk students will be offered the opportunity for after-school tutoring to support grade level benchmarks</p> <p>The ESE teachers will run a before school Read Naturally program to support ESE and at-risk students in their reading development</p> <p>Classroom Teachers RTI Team Administration</p> <p>Teachers will contact the ILC for help and support as needed</p>	<p>4A.2. RTI data base RTI/MTSS plans</p> <p>RTI and WOW Wednesday schedule</p> <p>FCAT Explorer and Content Focus reports</p> <p>Attendance sheets Progress Monitoring data</p> <p>Read Naturally Lab Schedule</p> <p>Progress Monitoring reports</p> <p>ILC log</p>	
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		<p>4A.3. . Providing adequate ESE and behavioral support to appropriate classrooms so these students can achieve and classroom teachers can actively instruct all students.</p> <p>Development of familial supports so parents/grandparents and primary caregivers can support the acquisition and support of their student's reading development</p>	<p>4A.3. Regular consultation with district behavior specialist to support those students with unique behavioral challenges</p> <p>Extra ESE para-professional hired to support a growing and varied ESE population</p> <p>Careful use of scheduling, flexible groups and support personnel to meet ESE needs</p> <p>Administration will conduct monthly Principal Chats in which some of the topics discussed will be literacy development and support at home.</p> <p>Classroom teachers will hold report card conferences in which they will cover concrete ways parents can support literacy development at home</p>	<p>4A.3.District Behavior Support Specialist LEA/AP</p> <p>Administration</p> <p>LEA/AP ESE Teachers & Staff</p> <p>Administration</p> <p>Classroom Teachers</p>	<p>4A.3.District will assign a behavior specialist that will schedule regular consultative visits to discuss student needs, review behavior plans and provide guidance in adequately meeting these students' needs</p> <p>Extra Extended Day funds will be used to hire a para-professional to work with ESE students, once this position is approved by Central Office</p> <p>LEA/AP and ESE teachers will meet as needed to review schedules, flexible groups and resource personnel to meet changing ESE needs</p> <p>Administration will invite parents to attend a one-hour per month discussion on various topics that support the home-school connection</p> <p>Parents will attend report card conferences with teachers to discuss ways to support students achievement</p>	<p>4A.3.District Behavior Specialist calendar and Notes Behavior plans</p> <p>HR records showing job created and hired</p> <p>Schedules Students Groups</p> <p>Attendance logs</p> <p>Conference Attendance logs</p>	
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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Reading Goal #4B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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

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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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core/Grade Level PLCs	Reading/ELA K - 5	Common Core Team	School-Wide	Early Release Wednesdays once a month from 2:15 – 3:30 and as needed	Common Core grade level teams will share in school-wide common core meetings about needs and progress. Walk-throughs and observations will also be conducted by administration to assess progress and needs	Common Core Team Administration

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Reading Budget (Insert rows as needed)

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Both identified CELLA students (brother and sister) speak English when they are at school and mostly Spanish when they are at home. Their mother is a native Spanish speaker with few outside opportunities to learn and practice English.	1.1. Each student will have a customized LEP Plan emphasizing the acquisition of receptive and expressive English in the school environment.	1.1. Classroom Teachers Jennifer Wood (Student #1) and Sue Benes and Deanna Rice (Student #2) Guidance Counselor Patty Lisager	1.1. ESOL-certified teachers will employ best practice strategies to assist students in maintaining/meeting CELLA goals of scoring proficient ratings in listening/speaking areas.	1.1. Florida Comprehensive English Language Learning Assessment	
CELLA Goal #1: Student #1 will maintain his proficiency in listening/speaking by June 30, 2012. Student #2 will become proficient in listening /speaking by June 30,2013.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	50 percent (1)					
		1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier English language Textbooks	Strategy	Person or Position Responsible for Monitoring Classroom Teachers	Process Used to Determine Effectiveness of Strategy ESOL Best Practices	Evaluation Tool Florida Comprehensive English Language Learning Assessment	
2. Students scoring proficient in reading	2.1. Student # 1's 2012 CELLA Assessment score indicated that he is reading at the Low Intermediate Level. Student #2's 2012 CELLA Assessment score indicated that she is reading at the High Intermediate Level, just 4 points deficient of a Proficient rating. Teachers and Guidance Counselor believe that the students' continued good progress in reading will result in Proficient ratings in 2013.	2.1. Each student will have a customized LEP Plan emphasizing the acquisition of skills and knowledge needed for reading success.	2.1. Classroom Teachers Jennifer Wood (Student #1) and Sue Benes and Deanna Rice (Student #2) Guidance Counselor Patty Iisager	2.1. ESOL-certified teachers will employ best practice strategies to assist students in meeting CELLA goals of scoring proficient ratings in reading area.	2.1. Florida Comprehensive English Language Learning Assessment	
<u>CELLA Goal #2:</u> Students will become proficient in reading by June 30, 2012.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	0.0 (0 students)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	<p>2.1. Student # 1's 2012 CELLA Assessment score indicated that he is writing at the Low Intermediate Level. Teachers and Guidance Counselor believe that the students' continued good progress in writing will result in Proficient ratings in 2013.</p> <p>Student #2's 2012 CELLA Assessment score indicated that she is reading at a Proficient Level. Additional exposure to best-practice writing strategies should ensure her maintaining skills at this level.</p>	<p>2.1. Each student will have a customized LEP Plan emphasizing the acquisition of skills and knowledge needed for writing success.</p>	<p>2.1. Classroom Teacher Jennifer Wood (Student #1) and Sue Benes and Deanna Rice (Student #2)</p> <p>Guidance Counselor Patty Lisager</p>	<p>2.1. ESOL-certified teachers will employ best practice strategies to assist students in meeting CELLA goals of scoring proficient ratings in writing area</p>	<p>2.1. Florida Comprehensive English Language Learning Assessment</p>	
<p>CELLA Goal #3: Student #1 will become proficient in writing by June 30, 2012.</p> <p>Student #2 will become maintain proficiency in writing by June 30,2013.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>50 percent (1)</i></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>

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		2.3.	2.3.	2.3.	2.3.	2.3.
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CELLA Budget (Insert rows as needed)

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

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Effective differentiation among the learning needs of students</p>	<p>1A.1. Teachers will use a ,math black format similar to a reading block format with whole group, guided math groups, and centers (as appropriate)</p> <p>Think Link, Florida Achieves and regular progress monitoring data used to plan instruction and groups</p> <p>Immediate Intensive Interventions will be provided for Tier 2 and 3 students</p>	<p>1A.1. Teachers/Admin</p> <p>ILC/Classroom Teachers</p> <p>Classroom Teachers</p>	<p>1A.1. The ILC will support teachers as they implement a math block. Admin will provide feedback as appropriate through the walk-through and observation process</p> <p>Teachers will have their classes participate in regular progress monitoring and use those results to differentiate instruction appropriately</p> <p>Interventions will be provided under the direction of the classroom teacher for all students who demonstrate need through the RTI process</p>	<p>1A.1. Marzano walk-throughs and observations Lesson plans</p> <p>Progress Monitoring results Lesson Plans</p> <p>RTI plans and data graphs</p>		
<p><u>Mathematics Goal #1A:</u> To maintain the percentage of students achieving proficiency in math (FCAT level3)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>25%</p>	<p>25%</p>					

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		1A.2. Incorporating sunshine state standards with common core and best practices	1A.2. Teachers will participate in district and school PLCs to incorporate best practices with curriculum changes in Common Core WOW planning time will be used to explore grade level math content and discuss related best practices as needed	1A.2. District Curriculum Specialists, ILC, Teachers, Administration Administration Team Leaders	1A.2. Teachers will attend grade level meetings as available to learn common core and sunshine state standards and use this to provide better instruction As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges	1A.2. Sign-in sheets ERO points WOW schedule and grade level notes	
		1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3	1A.3. Extended day profits will be used to hire an ESE paraprofessional to support with needed ESE services Efficient scheduling to maximize support for ESE students' needs	1A.3. Administration Administration and ESE teachers	1A.3. administration will request and hire an ESE para once approved by HR downtown Administration and ESE teachers will meet regularly to review student needs and schedules and make adjustments as needed and possible	1A.3. Hired paraprofessional ESE Teacher schedules	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Providing differentiated instruction to all students at their level of need</p>	<p>2A.1. Teachers will use a math block format similar to a reading block format with whole group, guided math groups, and centers (as appropriate)</p> <p>Discovery Education, Florida Achieves and regular progress monitoring data used to plan instruction and groups</p> <p>Immediate Intensive Interventions will be provided for Tier 2 and 3 students</p>	<p>2A.1. Teachers/Admin</p> <p>ILC/Classroom Teachers</p> <p>Classroom Teachers</p>	<p>2A.1. The ILC will support teachers as they implement a math block. Admin will provide feedback as appropriate through the walk-through and observation process</p> <p>Teachers will have their classes participate in regular progress monitoring and use those results to differentiate instruction appropriately</p> <p>Interventions will be provided under the direction of the classroom teacher for all students who demonstrate need through the RTI process</p>	<p>2A.1. Marzano walk-throughs and observations</p> <p>Lesson plans</p> <p>Progress Monitoring results</p> <p>Lesson Plans</p> <p>RTI plans and data graphs</p>		

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Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To increase by 3% the percentage of students achieving above grade level proficiency in math (FCAT level 4 and 5)</i>							
	64%	67%					
		2A.2. Higher level thinking skills and extensions, including grade level acceleration	<p>2A.2. Marzano and Kagan strategies incorporated into whole group/small group setting</p> <p>Incorporate writing into math instruction</p> <p>Include extensions and applications to most every unit of material as appropriate</p> <p>Pre-test in order to accelerate curriculum for those that already have content mastered</p> <p>Provide acceleration to all FCAT level 4's and 5's who can meet and demonstrate academic need for whole grade acceleration in math</p>	<p>2A.2. Classroom teachers/ILC</p> <p>Classroom teachers/ILC</p> <p>Classroom Teachers/ILC</p> <p>Classroom Teachers/ILC</p> <p>Classroom Teachers/ILC</p>	<p>2A.2. Teachers will incorporate best practices including Kagan and Marzano in order to encourage and emphasize higher level thinking skills and applications</p> <p>Teachers will work in grade level teams in incorporate authentic writing tasks into math curriculum</p> <p>Grade level teams will plan extensions and applications to accompany each math unit of instruction</p> <p>Classroom teachers will pre-test math units and compact and accelerate curriculum according to students' mastery needs</p> <p>Students who demonstrate proficiency in grade level standards at the 4th and 5th grade levels may be considered for acceleration into the next grade level's material</p>	<p>2A.2.Lesson Plans Observations</p> <p>Lesson Plans Observations</p> <p>Lesson plans Observations</p> <p>Lesson Plans Observations Pre-test Progress Monitoring</p> <p>Acceleration packets</p>	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>N/A</i>	<i>N/A</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Effective differentiation among the learning needs of students</p>	<p>3A.1. Teachers will use a math block format similar to a reading block format with whole group, guided math groups, and centers (as appropriate)</p> <p>Discovery Education, Florida Achieves and regular progress monitoring data used to plan instruction and groups</p> <p>Immediate Intensive Interventions will be provided for Tier 2 and 3 students</p>	<p>3A.1. Teachers/Admin</p> <p>ILC/Classroom Teachers</p> <p>Classroom Teachers</p>	<p>3A.1. The ILC will support teachers as they implement a math block. Admin will provide feedback as appropriate through the walk-through and observation process</p> <p>Teachers will have their classes participate in regular progress monitoring and use those results to differentiate instruction appropriately</p> <p>Interventions will be provided under the direction of the classroom teacher for all students who demonstrate need through the RTI process</p>	<p>3A.1. Marzano walk-throughs and observations</p> <p>Lesson plans</p> <p>Progress Monitoring results</p> <p>Lesson Plans</p> <p>RTI plans and data graphs</p>		
<p><u>Mathematics Goal #3A:</u></p> <p><i>To maintain the percentage of students making learning gains</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	93%	93%					
		3A.2. Incorporating sunshine state standards with common core and best practices	3A.2. Teachers will participate in district and school PLCs to incorporate best practices with curriculum changes in Common Core WOW planning time will be used to explore grade level math content and discuss related best practices as needed	3A.2. District Curriculum Specialists, ILC, Teachers, Administration Administration Team Leaders	3A.2. Teachers will attend grade level meetings as available to learn common core and sunshine state standards and use this to provide better instruction As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges	3A.2. ERO points Sign-in Sheets WOW Schedules Grade level team notes	

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		<p>3A.3. Adequate support for ESE students</p>	<p>3A.3. Extended day profits will be used to hire an ESE paraprofessional to support with needed ESE services</p> <p>Efficient scheduling to maximize support for ESE students' needs.</p>	<p>3A.3. Administration</p>	<p>3A.3. administration will request and hire an ESE para once approved by HR downtown</p>	<p>3A.3. Hired paraprofessional</p>	
				Administration and ESE teachers	Administration and ESE teachers will meet regularly to review student needs and schedules and make adjustments as needed and possible	ESE Schedules	
		Higher level thinking skills and extensions, including grade level acceleration	Marzano and Kagan strategies incorporated into whole group/ small group setting	Classroom teachers/ILC	Teachers will incorporate best practices including Kagan and Marzano in order to encourage and emphasize higher level thinking skills and applications	Lesson Plans Observations	
			Incorporate writing into math instruction	Classroom teachers/ILC	Teachers will work in grade level teams in incorporate authentic writing tasks into math curriculum	Lesson Plans Observations	
			Include extensions and applications to most every unit of material as appropriate	Classroom Teachers/ILC	Grade level teams will plan extensions and applications to accompany each math unit of instruction	Lesson plans Observations	
			Pre-test in order to accelerate curriculum for those that already have content mastered	Classroom Teachers/ILC	Classroom teachers will pre-test math units and compact and accelerate curriculum according to students' mastery needs	Lesson Plans Observations Pre-test Progress Monitoring	
			Provide acceleration to all FCAT level 4's and 5's who can meet and demonstrate academic need for whole grade acceleration in math	Classroom Teachers/ILC	Students who demonstrate proficiency in grade level standards at the 4th and 5th grade levels may be considered for acceleration into the next grade	Acceleration packets	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Effective differentiation among the learning needs of students</p>	<p>4A.1. Teachers will use a math block format similar to a reading block format with whole group, guided math groups, and centers (as appropriate)</p> <p>Discovery Education, Florida Achieves and regular progress monitoring data used to plan instruction and groups</p> <p>Immediate Intensive Interventions will be provided for Tier 2 and 3 students</p>	<p>4A.1. Teachers/Administration</p> <p>ILC/Classroom Teachers</p> <p>Classroom Teachers</p>	<p>4A.1. The ILC will support teachers as they implement a math block. Admin will provide feedback as appropriate through the walk-through and observation process</p> <p>Teachers will have their classes participate in regular progress monitoring and use those results to differentiate instruction appropriately</p> <p>Interventions will be provided under the direction of the classroom teacher for all students who demonstrate need through the RTI process</p>	<p>4A.1. Marzano walk-throughs and observations</p> <p>Lesson plans</p> <p>Progress Monitoring results</p> <p>Lesson Plans</p> <p>RTI plans and data graphs</p>		

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<u>Mathematics Goal</u> <u>#4A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>To maintain the percentage of the lowest 25% making learning gains</i>							
	93%	93%					
		4A.2. Incorporating sunshine state standards with common core and best practices	4A.2. Teachers will participate in district and school PLCs to incorporate best practices with curriculum changes in Common Core WOW planning time will be used to explore grade level math content and discuss related best practices as needed	4A.2. District Curriculum Specialists, ILC, Teachers, Administration Administration Team Leaders	4A.2. Teachers will attend grade level meetings as available to learn common core and sunshine state standards and use this to provide better instruction As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges	4A.2. ERO points Sign-in sheets WOW schedule Grade level team notes	
		4A.3. Adequate support for ESE students	4A.3. Extended day profits will be used to hire an ESE paraprofessional to support with needed ESE services Efficient scheduling to maximize support for ESE students' needs	4A.3. Administration Administration and ESE teachers	4A.3. administration will request and hire an ESE para once approved by HR downtown Administration and ESE teachers will meet regularly to review student needs and schedules and make adjustments as needed and possible	4A.3. Hired paraprofessional ESE Schedules	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	N/A	N/A					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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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. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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		

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

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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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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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. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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

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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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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		

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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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 scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core/Grade Level PLCs	Math K - 5	Common Core Team	School-Wide	Early Release Wednesdays once a month from 2:15 – 3:30 and as needed	Common Core grade level teams will share in school-wide common core meetings about needs and progress. Walk-throughs and observations will also be conducted by administration to assess progress and needs.	Common Core Team Administration

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Mathematics Budget (Insert rows as needed)

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

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Teacher's understanding of Science curriculum materials and their effective integration into instruction	1A.1. District Science Support along with our school science cadre will offer professional development on Discovery Science on early release Wednesdays or as requested by teachers	1A.1. Science Cadre Administration	1A.1. Science cadre will host district support specialist to facilitate professionalism development on Discovery Science technology and its integration into curriculum	1A.1. professional development reflections Lesson Plans		
<u>Science Goal #1A:</u> <i>To maintain the percentage of students achieving grade level proficiency as measured by FCAT Level 3's</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	39%	39%					
		1A.2. Teachers' integration of Common Core Standards along with non-fiction related reading material into effective science instruction and integrated with the literacy block	1A.2. Teachers will participate in School-Wide and Grade Level PLCs to effectively integrate non-fiction literature and Common Core Science Standards into the literacy block as well as effective science instructional time. Team Leaders will participate in District Common Core Cadres in order to share this information and facilitate a discussion with their team.	1A.2. Classroom Teachers Administration Common Core Team District CAST Team Classroom Teachers	1A.2. During grade level meetings and early release Wednesdays and professional development days, teachers will work together to examine Common Core and literacy and science blocks along with materials for effective instructional practices Teachers will attend District Cadre Meetings as scheduled by the district professional development department to work on transition to Common Core and the alignment of effective instruction and assessment	1A.2. Sign-In Sheets Team Notes Lesson Plans ERO Points Team Notes	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1.Higher level thinking skills and extensions including grade level acceleration</p>	<p>2A.1. Marzano and Kagan strategies incorporated into whole group/small group teaching</p> <p>Incorporate writing into science instruction</p> <p>Include extensions and applications to most every unit of material as appropriate</p>	<p>2A.1. Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>2A.1. Teachers will review Marzano and Kagan strategies in grade level meetings and incorporate these into instruction</p> <p>Teachers will incorporate some kind of writing into science instruction so students can clarify, organize, explain, and reflect on their ideas</p> <p>Grade level teams will plan extensions and application to accompany each math unit of instruction</p>	<p>2A.1. lesson plans</p> <p>Observations</p> <p>Lesson Plans</p> <p>Observations</p> <p>Lesson Plans</p> <p>Observations</p>		
<p><u>Science Goal #2A:</u></p> <p><i>To increase the percentage of students scoring above grade level proficiency as measured by a level 4 or 5 on the FCAT</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>31%</p>	<p>35%</p>					

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		2A.2. Teachers' integration of Common Core Standards along with non-fiction related reading material into effective science instruction and integrated with the literacy block	2A.2. Teachers will participate in School-Wide and Grade Level PLCs to effectively integrate non-fiction literature and Common Core Science Standards into the literacy block as well as effective science instructional time. Team Leaders will participate in District Common Core Cadres in order to share this information and facilitate a discussion with their team.	2A.2. Classroom Teachers Administration Common Core Team District CAST Team Classroom Teachers	2A.2. During grade level meetings and early release Wednesdays and professional development days, teachers will work together to examine Common Core and literacy and science blocks along with materials for effective instructional practices Teachers will attend District Cadre Meetings as scheduled by the district professional development department to work on transition to Common Core and the alignment of effective instruction and assessment	2A.2. Sign-In Sheets Team Notes Lesson Plans ERO Points Team Notes	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Understanding & Integration	K - 5	Common Core Team	School-Wide	Once a month for early release Wednesdays 2:15 – 3:30 PM	Administration will participate in grade level discussions to receive feedback on progress and needs for next steps. They also will conduct walk-throughs and observations looking for Common Core elements and standards.	Administration
District Cadres	K - 5	District CAST Team	Team Leaders, Common Core Team	Early Release Wednesdays and extra days as scheduled by District CAST team	Administration will participate in grade level discussions to receive feedback on progress and needs for next steps. They also will conduct walk-throughs and observations looking for Common Core elements and standards.	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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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 – Team Leaders attending the Common Core Curriculum conversions for their grade level	Description of Resources – Need Substitutes	Funding Source – District PD funds	Amount - \$1600.00
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 (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. The continuation of writing strategies that support the structure and type of writing required on FCAT Writes while still preparing for the new types of writing assessments that are coming with the PARCC assessment when Common Core is fully integrated.	1A.1. Writing support offered by District Writing specialists as needed and requested by teachers More frequent progress monitoring with a variety of assessments that are used to drive instruction and create flexible instructional groups	1A.1. Administration District Writing Specialists District CAST Team Classroom Teachers Administration	1A.1. Teachers will use professional development time as requested and needed to support writing instruction, common writing assessment grading Teachers will give more frequent and varied assessments using the data to track instruction and needed instruction	1A.1. professional development notes and schedule Writing Progress Monitoring Data		

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<p>Writing Goal #1A: <i>To maintain the percentage of students scoring at least a 3.0 on a 6.0 scale on the FCAT Writes assessment</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>93%</p>	<p>93%</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p>Writing Goal #1B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Understanding & Integration	K - 5	Common Core Team	School-Wide	Once a month on early release Wednesdays 2:15 - 3:30 pm	Administration will participate in grade level meetings and discussions to note progress, needs and next steps. They will also conduct walk-throughs and observations looking for evidence of writing instruction and assessments.	Administration

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

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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 Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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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 Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

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

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

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U.S. History Professional Development

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

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

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

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Attendance Goal(s)

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

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		

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<p>1. Attendance</p>	<p>1.1. Hickory Creek Elementary School was partially successful in meeting its goal of increasing the Daily Attendance Rate from 96.5 to 97.5 during the 2011-12 School Year. During the 2011-12 School Year, the school met a Daily Attendance Rate of 97 percent. A culture of nonchalance toward regular school attendance continues to pervade a small percentage of school families and this attitude poses obstacles to the school's goal of a high Daily Attendance Rate.</p> <p>Hickory Creek exceeded its goal of reducing the number of students with excessive absences from 21 percent to 19 percent. The</p>	<p>1.1. Monthly communication with parents about the importance of school attendance; one-to-one meetings with parents, as needed; continued implementation of clear attendance and reporting policy.</p>	<p>1.1. Sherry Swartzwelder, Computer Operator, Patty Iisager, Counselor and Dr. Paul Goricki, Principal</p>	<p>1.1. Computer Operator, Counselor and Principal will meet monthly to discuss progress toward goal and determine changes in strategy, as needed.</p>	<p>1.1. eSchoolPlus Attendance Reports</p>		
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	<p>actual number of students with excessive absences was 106 students, or 17 percent of the total enrollment. The school wishes to maintain the number of students with excessive absences at 133 students or 17 percent, a figure that is four percent lower than the percentage earned during the 2010-11 School Year.</p>						
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<p>Attendance Goal #1: By the end of the 2012-13 School Year, Hickory Creek Elementary School will increase the Daily Attendance Rate from 97 percent to 98 percent.</p> <p>Hickory Creek Elementary School will reduce the number of students with excessive absences from 106 of 620 students (17 percent) to 117 of 785 students (15 percent) by the end of the 2012-13 School Year.</p> <p>Hickory Creek Elementary School will reduce the number of students with excessive tardies from 59 of 620 students (9.5 percent) to 62 of 775 students (8 percent).</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	97 percent	98 percent					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	106 of 620 students (17 percent)	133 of 785 students (17 percent)					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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	59 of 620 students (9.5 percent)	63 of 785 students (8 percent)					
		1.2 A casual attitude toward the importance of arriving on-time for the school day pervades among approximately one-sixth of the school's parent population.	1.2. Monthly communication with parents about the importance of arriving on-time for the school day, emphasizing the effects of tardiness on academic performance; meetings with parents, as needed and the continued implementation of a clear tardiness policy.	1.2. . Sherry Swartzwelder, Computer Operator, Patty Iisager, Counselor and Dr. Paul Goricki, Principal	1.2. . Computer Operator, Counselor and Principal will meet monthly to discuss progress toward goal and determine changes in strategy, as needed.	1.2 eSchoolPlus Tardy Reports	
		1.3.	1.3.	1.3	1.3	1.3	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The negative influence of irregular school attendance and tardiness upon academic performance.	K-5	Paul Goricki	All Faculty Members	Quarterly Faculty Meetings	Review of Faculty Meeting Agendas	Paul Goricki

Attendance Budget (Insert rows as needed) N/A

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

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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	<p>Student Code of Conduct provides for administrative judgment and discretion in determining consequences for Level II-IV Violations. Nevertheless, in-school suspensions are recommended for particular circumstances.</p> <p>Student Code of Conduct requires suspension for specific offenses.</p>	<p>Administrators will select in-school suspension as a consequence for Level II-IV Violations, as appropriate.</p> <p>Use MTSS Team to support Tier 2 and 3 Behavior Plans for students struggling with proper classroom behavior.</p> <p>Comply with regulations, as necessary.</p>	<p>Administrators Bethany Groves, Assistant Principal and Paul Goricki, Principal</p> <p>Administrators Bethany Groves, Assistant Principal and Paul Goricki, Principal</p>	<p>Monitor alignment of disciplinary consequence with Student Code of Conduct.</p> <p>Monitor alignment of disciplinary consequences with Student Code of Conduct.</p> <p>Students on Behavior Intervention Plans with fewer office referrals.</p>	<p>Student Code of Conduct, eSchoolPlus Suspension Aata</p> <p>Student Code of Conduct, eSchoolPlus Suspension Data</p>		

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Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
To maintain the percentage of students who are suspended in-school during the 2012-13 School Year at three percent (3%)							
Suspension Goal #2: To maintain the percentage of students who are suspended out-of-school during the 2012-13 School Year at one percent (1 %).							
	21 in-school suspensions, involving seven students, 620 total enrollment	27 in-school suspensions, involving nine students, 785 total enrollment					
	2012 Total Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	6	7					

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PCM Training	ESE, Admin	Geo Freeman	Finnerty, Groves, Stephens, Reel, Iisanger	Various dates, according to certification exp.	Monthly meetings	LuAnn Reel, Chairperson

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

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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 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						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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)

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

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

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

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

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<p>1. Parent Involvement</p>	<p>The Hickory Creek Attendance Area includes portions of three neighboring school zones: Cunningham, Julington and Durbin Creek Elementary Schools. For families in these zones, Hickory Creek is outside of their regular neighborhood area of community involvement.</p>	<p>To attract parents, a greater number of PTO activities will be scheduled in locations convenient to the majority of school families. Some of these locations will be in community common areas, such as the local state parks. By communicating in-person with parents, through classroom teachers and in the monthly school newsletter, parents will be encouraged to personally involve themselves in the lives of their children at school.</p>	<p>PTO Interim President Sherry Kirsche Principal, Paul Goricki</p> <p>Principal Paul Goricki, Classroom Teachers and PTO Volunteer Coordinator</p>	<p>Log of school families represented at PTO functions</p> <p>PTO Membership Listing KeepNTrack Volunteer Log</p>	<p>PTO log, 2013 SAC Needs Assessment Survey, attainment of Golden School and Five Star School Awards</p> <p>KeepNTrack Volunteer Log, Golden School and Five Star School Awards</p>		
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<u>Parent Involvement</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<u>Goal</u>	<u>Last year's Parent</u>	<u>Level of Parent</u>					
<u>Involvement Goal</u>	<u>was</u>	<u>to increase</u>					
<p>to increase the parent perception of the PTO as positive from 88 to 90 %. Survey data indicated that 93 % of parents felt that the PTO positively influenced their children's experiences at school, a 5% increase from the previous school year. Our 2011-12 goal was to increase the total number of volunteer hours contributed from 10,439 to 10,620. The actual number of volunteer hours achieved was 11,435, an 8% increase over the established goal. The Parent Involvement Goal for the 2012-13 School Year is to maintain the high 93% rate of parent satisfaction with the PTO and to maintain a parent / volunteer hour ratio of 18 hours per parent.</p>							
	<p><i>93 percent, 11,435 volunteer hours</i></p>	<p><i>93 percent, 14,130 volunteer hours</i></p>					

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		During the summer, Hickory Creek's PTO President's family was rezoned to a neighboring school. The process of identifying a new president for this important volunteer leadership position will influence the PTO's success this school year.	Meet with interim PTO leadership to encourage a member of the PTO Board to lead the Parents and Teachers Organization; Meet with and guide the eventual PTO President through the many facets of the role, including fundraising, activities calendar and delegation of responsibility.	Principal Paul Goricki PTO Board Members	Regular monthly meetings between PTO President and Principal	2012-13 PTO Budget PTO Agendas and Minutes Fundraising Commitments Calendar of PTO Activities	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Parenting	K-5 Parents	Epic Services	Hickory Creek Parents	10/2/12 and 11/1/12	Feedback/Evaluation Form	Patty Iisager, Counselor

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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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		

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	<p>the value of the Character Counts! Program.</p> <p>Supporting our parents with their parental skills so they can reinforce the same pillars of good character at home</p>	<p>been recognized. The stamp will be a visible sign to parents that their child is demonstrating one of the Pillars of Character. The guidance counselor will personally phone parents of students who have been nominated by their teachers for the Pillar of the Month Award. In these ways we will attempt to communicate the importance of character development at Hickory Creek Elementary School.</p> <p>A parent support class will be</p>					
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		offered at least two for any parents who wish to receive support in the area of effectively molding the character and moral behavior of their children					
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Additional Goal #1: Character Counts!	2012 Current Level :*	2013 Expected Level :*					
<p>The 2011-12 Character Counts! Goal was to increase from 97% to 98% the percentage of parents who felt that the Character Counts! Program impacted their child in a positive manner. Results of the 2012 Parent Survey indicated that 80 % of parents felt that their children’s character was positively influenced by their experiences with Character Counts! at school. Although the program enjoys a high level of parent satisfaction, the school goal was only partially met. By focusing more directly on the positive impact the Character Counts! Pillars on the cultural life of the school, our goal is to increase the parents’ positive perception of the program by 10 %, as evidenced by the annual needs assessment survey.</p>							
	80 %	88 %					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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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:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:

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**June 2012
Rule 6A-1.099811
Revised April 29, 2011**

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Hickory Creek’s School Advisory Council provides oversight for all major school improvement initiatives. The council participates in the development of the School Improvement Plan and subsequently oversees its implementation and evaluation. Council members assist administration in monitoring the needs and successes of school personnel and parent volunteers. Council members play a major role in maintaining a focus on school improvement initiatives through discussion and surveys. The school advisory council also approves the distribution of bonus funds related to the “A+ School Plan”.

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Describe the projected use of SAC funds.	Amount
School Advisory Council funds are available to facilitate professional development and to supplement student learning activity.	\$6,000-