

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Park Elementary School	District Name: Highlands
Principal: Brenda Longshore	Superintendent: Wally Cox
SAC Chair: Debra Thompson	Date of School Board Approval:

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)
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Principal	Brenda Longshore	BA-Elementary Education, Warner Southern College; MA-Educational Leadership, University of South Florida; PhD-Leadership & Higher Education, Barry University; Principal Certification-State of Florida	6	10	<p>Principal of Park Elementary in 2011-2012; Grade B, Reading Mastery: 45%, Math Mastery: 53%, Science Mastery: 30%.</p> <p>Principal of Park Elementary in 2010-2011; Grade A, Reading Mastery: 70%, Math mastery: 74%, Science mastery: 37%. Overall AYP 90%, AYP reading: White 82%, Black Hispanic, and Econ Dis did not make AYP in reading. AYP Math: White 84%, Hispanic 83%, Black and Ec. Dis did not make AYP in math. Principal of Park Elementary in 2009-2010; Grade B, Reading mastery: 70%, Math mastery: 73%, Science mastery: 42%. AYP 77%, White, Black, Hispanic, and SWD subgroups did not make AYP in reading, Black, Hispanic, and SWD subgroups did not make AYP in math. Principal of Park Elementary in 2008-2009: Grade A, Reading mastery: 76%, Math mastery: 81%, Science mastery: 43%. AYP: 100%.</p> <p>2007-2008: Grade: A, Reading mastery: 66%, Math mastery: 73%, Science mastery: 43%. AYP 97%, Hispanic subgroup did not make AYP in reading. Assistant Principal at Park Elementary: 2006-2007: Grade: C, Reading mastery 65%, Math mastery 60%, Science mastery 36%. AYP:92%, Black subgroup did not make AYP in reading, Black and SWD population did not make AYP in math.</p> <p>2005-2006: Assistant Principal at Lake Placid Elementary</p>
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Assistant Principal	Debra Thompson	BA-Elementary Education, University of South Florida; MA-Educational Leadership, University of South Florida; Principal Certification-State of Florida	6	6	<p>Assistant Principal of Park Elementary in 2011-2012; Grade B, Reading Mastery: 45%, Math Mastery: 53%, Science Mastery: 30%.</p> <p>Assistant Principal of Park Elementary in 2010-2011:Grade A, Reading Mastery: 70%, Math mastery: 74%, Science mastery: 37%. Overall AYP 90%,AYP reading: White 82%, Black Hispanic, and Econ Dis did not make AYP in reading.AYP Math: White 84%, Hispanic 83%, Black and Ec. Dis did not make AYP in math.</p> <p>Assistant Principal of Park Elementary in 2009-2010: Grade B, Reading mastery: 70%, Math mastery: 73%, Science mastery: 42%. AYP 77%, White, Black, Hispanic, and SWD subgroups did not make AYP in reading, Black, Hispanic, and SWD subgroups did not make AYP in math. Assistant Principal of Park Elementary in 2008-2009: Grade A, Reading Mastery: 76%, Math mastery: 81%, Science Mastery: 43%. AYP: 100%.</p> <p>2007-2008: Grade: A, Reading Mastery: 66%, Math Mastery: 73%, Science Mastery: 43%. AYP 97%, Hispanic subgroup did not make AYP in reading.</p>
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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)
Reading	Debbie Andrews	B.A.Early Childhood and Elementary Education, Florida Southern College	20	8	2011-2012: B 2010-2011: A, AYP 90% 2009-2010: B, AYP 77% 2008-2009: A, AYP 100% 2007-2008 A, AYP 97% 2006-2007: C, AYP 92%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New teachers will meet with grade level team to continue to understand and apply the Sunshine State Standards, Core Curriculum and Data Analysis of their classroom, grade level, and school	Team Leader	End of School
2. New teachers will be assigned a peer teacher to assist with district guideline implementation. Meetings will be held bi-weekly to share observations of instruction.	Mentor Teacher	End of School
3. Provide targeted staff development	Admin, Coach	End of School

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
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Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with Effective Rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
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43	2 (2)	25 (10)	43 (17)	30 (15)	18 (9)	95 (41)	20 (9)	5 (3)	70 (30)

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
Kim Lambert	Ayla Boscarino	1 st year teacher	weekly

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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
Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.
Title I, Part C- Migrant
Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.
Title I, Part D
Provides services to children who are delinquent or neglected.
Title II
Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.
Title II, Part D: Enhancing Education Through Technology (EETT) supports technology professional development.
Title III
Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.
Title IV
Provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug free and violence free lifestyles.
Title X- Homeless
Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
Violence Prevention Programs
The district offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.
Nutrition Programs
District food service department provide services in summer for breakfast and lunches at Park Elementary. In addition, the food service department provides services in summer for breakfast and lunches at Park Elementary.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.
Title VI Provides funding for the district Career Academy, professional development for teachers and activities to increase student achievement.
Job Training
A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.
21 st Century Programs
After School programs are provided for middle school students at each individual site; as well as two elementary schools served at the Boys and Girls Club in Sebring. Students are given academic assistance and enrichment by certified teachers. Assistance with enrichment is also provided by qualified support personnel.

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the school-based RTI Leadership Team include the Principal, Assistant Principal, Reading Coach, Guidance Counselor, ESE Teacher, School Psychologist, School Social Worker, and Curriculum Leadership Team.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

During the 2012-2013 school year, members of the RTI team train all faculty and staff within the first month of school on the RTI process. Members of the RTI meet quarterly in progress monitoring meetings to review student performance and make instructional decisions. Members meet monthly to discuss changes in targeted students. Members meet weekly with grade level teams to support teachers in assisting students by using a variety of tiered-interventions

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?

Members of the RTI committee met through the summer to begin developing the school improvement plan. School wide and grade-level data was analyzed to identify student achievement and behavior trends. The members analyzed disaggregated data in order to identify trends and groups in need of intervention. Data review plans, supports, and calendars were generated. Data-based decision making rules and procedures were developed. Processes to ensure intervention fidelity continue to be developed. The school improvement plan will be shared with all major stakeholders including the School Advisory Council (SAC), parents, teachers, and students.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

A tiered system of interventions will be used that becomes more intensive as one moves through the tiers.

Tier 1: Implement universal strategies

Tier 2: Implement targeted, evidenced-based interventions

Tier 3: Implement intensive, evidenced-based interventions

At each meeting, assessment data is thoroughly reviewed using data generated from FAIR, Pinnacle grade book, Performance Matters, PMRN, SWIS, grade level indicators, classroom assessments, and Genesis student management system.

Describe the plan to train staff on MTSS.

Members of the RTI team completed six days of Professional Development with the State representative over the past four years. The district RTI committee has created an RTI Manual for Highlands County. The RTI school committee will review this manual with the staff in order to continue to update knowledge during monthly faculty meetings.

Describe the plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Administration: Brenda Longshore, Principal; Debra Thompson, Assistant Principal Teachers: Mary Linda Jackson, K; Cathy Johnson, 1st; Kim Lambert, 2nd; Nikki McGee, 3rd; Susan Jahna, 4th; Tracy Lee, 5th; Jane Ludwig, ESE; Debbie Walley, Special Areas; Deborah Andrews, Literacy Resource Teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team meets weekly by grade level to discuss student data. Through these discussions, instructional strategies will be modified to best meet the needs of all students. Feedback will be shared with administration through a grade level communication guide. In addition, the reading resource teacher will provide on-going support to teachers and ESE teachers will collaborate with regular ed teachers weekly. Administration attends grade level meetings once a month to review grade level data. Administration also meets with students to conduct student data chats.
What will be the major initiatives of the LLT this year? The major initiatives of the Literacy Leadership Team this year will be to ensure the understanding of best practices by all teachers and continue to support each grade level with resources to target every sub-population that has not met proficiency in reading, math, and science.

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.

Pre-K migrant program provides services to 3-4 year old children at Park Elementary. The Migrant liaison assist families in registering and obtaining information concerning entrance into kindergarten. The Handicap-Pre-K classrooms also provides services to 3-4 year old children at Park Elementary. The Staffing Specialist assists these families in obtaining information concerning entrance into kindergarten.

****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

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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students will not utilize strategies effectively when comprehending passages.	1A.1. Teachers will model and instruct students in the use of effective reading strategies including FRI and other best practices for the purpose of comprehension.	1A.1. Administration, reading coach, teacher	1A.1. Students will be assessed three times a year by FAIR and progress monitored monthly when exhibiting reading deficits. Students will also be assessed with Harcourt Theme and Weekly Tests. Teachers, Administration, and Reading Coach meet quarterly to progress monitor all students	1A.1. Harcourt Weekly and Theme Tests, FAIR, and Grade Level Indicators		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>Park Elementary will increase Reading Level 3 scores by 1% on the 2012-2013 FCAT</p>							
	2012: 21% (18) of students did achieved Level 3 on FCAT Reading 2011-2012	2013: 22% of students will score proficiency Level 3 on FCAT Reading 2012-2013					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
Park Elementary will increase Florida Alternate Assessment Levels 4, 5, and 6 in reading by 1%.	2012: 66% (4) of students did achieve Level 4, 5, or 6 on the Florida Alternate Assessment	2013: 67% of students will score Level 4, 5, or 6 on the Florida Alternate Assessment					
			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 in reading.</p>	<p>2A.1 Students experience difficulty maintaining or improving higher levels of achievement.</p>	<p>2A.1. Teachers will model and instruct students in the use of effective reading strategies including FRI and other best practices for the purpose of comprehension. Teachers will increase use of higher order thinking skills to create a rigorous learning environment.</p>	<p>2A.1. Administration, reading coach, teacher</p>	<p>2A.1. Students will be assessed three times a year by FAIR and progress monitored quarterly. Students will also be assessed with Harcourt Theme and Weekly Tests.</p>	<p>2A.1. Harcourt Weekly and Theme Tests, FAIR, and Grade Level Indicators</p>		

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<u>Reading Goal #2A:</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>							
Park Elementary will increase Reading Level 4 scores by 1% on the 2012-2013 FCAT							
	2012: 15% (16) students scored above proficiency in FCAT Level 4 in Reading 2011-2012	2013: 16% students will score above proficiency in FCAT Level 4 in Reading 2012-2013					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>Park Elementary will increase Florida Alternate Assessment Levels 7 in reading by 1%.</p>							
	2012: 17% (1) of students did achieve Level 7 on the Florida Alternate Assessment	2013: 18% of students will achieve Level 7 on the Florida Alternate Assessment					
			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 reading.</p>	<p>3A.1. Data analysis and progress monitoring ineffective in driving instruction.</p>	<p>3A.1. Administration, Reading Coach, and Teachers meet to review data by grade level and school-wide to increase effectiveness of instruction. Staff will discuss current rate of progression and determine necessary interventions to increase level of rigor.</p>	<p>3A.1. Administration, reading coach, teacher</p>	<p>3A.1. Quarterly progress monitor meetings, biweekly data analysis will be tracked using Excel and Performance Matters Data Warehouse.</p>	<p>3A.1. Harcourt Weekly and Theme Tests, FAIR, FAIR OPM and Grade Level Indicators</p>		

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<u>Reading Goal #3A:</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>							
Park Elementary will increase Learning Gains in Reading by 1% on the 2012-2013 FCAT.	55% of students made Learning Gains in Reading on the 2011-2012 FCAT	56% of students will make Learning Gains in Reading on the 2012-2013 FCAT.					
			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 reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Reading 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>	<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		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Students will not respond to supplemental strategic intervention.</p>	<p>4A.1. Students will be monitored monthly to determine the rate of progression and compared to others receiving same intervention instruction. Reading Coach and Administration will work with classroom teachers to determine most appropriate methods and strategies. Students will be instructed using Voyager.</p>	<p>4A.1. Administration, Reading Coach, Classroom Teacher, Guidance Counselor, and RTI Team</p>	<p>4A.1. More frequent assessments will be given and analyzed. These assessments will specifically measure student growth and deficient areas.</p>	<p>4A.1. FAIR, FAIR OPM, CBM, and MAZE.</p>		

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Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>Park Elementary will increase Learning Gains in the lowest 25% in Reading</p>							
	56% of students of the lowest 25% made learning gains in reading in 2011-2012	57% of students of the lowest 25% will make learning gains in reading in 2012-2013					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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 50% of students achieved Level 3 or higher on FCAT Reading.	45% of students achieved Level 3 or higher on FCAT Reading.	58% of students will achieve Level 3 or higher on FCAT Reading.	63% of students will achieve Level 3 or higher on FCAT Reading.	67% of students will achieve Level 3 or higher on FCAT Reading.	71% of students will achieve Level 3 or higher on FCAT Reading.	75% of students will achieve Level 3 or higher on FCAT Reading.
<u>Reading Goal #5A:</u> Park Elementary will reduce our achievement gap by 50% by 2016-2017							
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. Gaps in vocabulary and comprehension development for students to be successful in reading are deficient.	5B.1. Teachers will utilize strategies from the core curriculum, strategic intervention, and Voyager to explicitly develop vocabulary and comprehension strategies. Background knowledge will be taught through FRI and other reading best practices.	5B.1. Administration, Reading Coach, Classroom Teacher	5B.1. Classroom observations and lesson plans.	5B.1. Data gained from Harcourt Tests, FAIR, Strategic Intervention		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Park Elementary will reduce the achievement gap of student subgroups by ethnicity not making satisfactory progress in reading by 2%.	White:54% Black:28% Hispanic:47% Asian:NA American Indian:NA	White:56% Black:30% Hispanic:49% Asian:NA American Indian:NA	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. Gaps in vocabulary and comprehension development for students to be successful in reading are deficient.	5C.1. Teachers will utilize strategies from the core curriculum, strategic intervention, and Voyager to explicitly develop vocabulary and comprehension strategies. Background knowledge will be taught through FRI and other reading best practices. ESOL strategies will be used with all ELL students.	5C.1. Administration and Reading Coach	5C.1. Classroom observations and lesson plans.	5C.1. Data gained from Harcourt Tests, FAIR, Strategic Intervention		
<u>Reading Goal #5C:</u> Park Elementary will reduce the achievement gap of ELL students not making satisfactory progress in reading by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22% of ELL students scored a Level 3 or higher on FCAT Reading	24% of ELL students will score a Level 3 or higher on FCAT Reading					

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Gaps in vocabulary and comprehension development for students to be successful in reading are deficient.	5D.1. Teachers will utilize strategies from the core curriculum, strategic intervention, and Voyager to explicitly develop vocabulary and comprehension strategies. Background knowledge will be taught through FRI and other reading best practices. ESE teachers will push into mainstream classrooms to provide additional assistance.	5D.1. Administration and Reading Coach	5D.1. Classroom observations and lesson plans.	5D.1. Data gained from Harcourt Tests, FAIR, Strategic Intervention		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Park Elementary will reduce the achievement gap of SWD students not making satisfactory progress in reading by 2%.							
	24% of SWD students scored a Level 3 or higher on FCAT Reading.	26% of SWD students will score a Level 3 or higher on FCAT Reading.					
	-	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. Students do not have adequate vocabulary and comprehension development to be successful in comprehending text.	5E.1. Teachers will focus on building academic vocabulary and comprehension strategies in order to be more successful comprehending text	5E.1. Administration, Reading Coach, Teachers	5E.1. FAIR, Teacher lesson plans and observations	5E.1. FAIR, Harcourt Theme & Weekly Tests.		
<u>Reading Goal #5E:</u> Park Elementary will reduce the achievement gap of economically disadvantaged students not making satisfactory progress in reading by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38% of Economically Disadvantaged students made Level 3 or higher on FCAT	40% of Economically Disadvantaged students will make Level 3 or higher on FCAT					

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		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 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	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 State Standards	K-5	PLC Leader Administration, Reading Coach	K-5	Ongoing early release & PD days	Lesson Plans, Daily class visits by administration & reading coach, grade level logs	Administration & Reading Coach
KAGAN	K-5	Consultant	K-5	Ongoing early release & PD days	Lesson Plans, Daily class visits by administration & reading coach, grade level logs	Administration & Reading Coach
Daily 5 & Cafe	K-5	FDLRS trainer & Reading Coach	K-5	Ongoing early release & PD days	Lesson Plans, Daily class visits by administration & reading coach, grade level logs	Administration & Reading Coach

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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
Core Curriculum	Harcourt consumable materials	Textbooks	\$2,829.10
Strategic Intervention	Voyager Passport Operations	Operating Budget	\$2,042.65
Subtotal: \$4,871.75			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Comprehension	BookFlix	Library Books	\$1,199.00
Subtotal: \$1,199.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Total: \$6,070.75			

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.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>Enter narrative for the goal in this box.</i>						
	<i>Enter numerical data for current 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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Students read grade-level text in English 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	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #2:</u></p> <p><u>2012 Current Percent of Students Proficient in Reading:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p>CELLA Goal #3:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Students will need a concrete understanding of the NGSSS.	1A.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts.	1A.1. Administration, Resource Teacher	1A.1. Grade level teams will review the results of common assessment data and plan together weekly.	1A.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS.		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Park Elementary will increase FCAT Math Level 3 scores by 1%.							
	2012: 31% (26) of students did achieve Level 3 on FCAT Math 2011-2012__	2013: 32% of students will achieve Level 3 on FCAT Math 2012-2013__					
	— — — — —		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Park Elementary will increase FCAT Math Levels 4, 5, and 6 in mathematics by 1% on Alternative Assessment	2012: 83% (6) of students achieved Level 4, 5, or 6 in mathematics on the Florida Alternate Assessment	2013: 84% of students achieved Level 4, 5, or 6 in mathematics on the Florida Alternate Assessment	IB.2.	IB.2.	IB.2.	IB.2.	IB.2.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.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. Students will need a concrete understanding of the NGSSS1.	2A.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts.	2A.1. Administration, Resource Teacher	2A.1. Grade level teams will review the results of common assessment data and plan together weekly.	2A.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS.		
<u>Mathematics Goal #2A:</u> Park Elementary will increase FCAT Math Level 4 and 5 scores by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012: 20% (17) students scored Level 4 and 5 on the FCAT Math assessment	2013: 21% students scored Level 4 and 5 on the FCAT Math assessment					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.

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			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> Park Elementary will increase FCAT Math Levels 7 or above in mathematics by 1% on Alternative Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012: 33% of the students scored Levels 7 or above on the Mathematics Alternative Assessment.	2013: 34% of students will score Levels 7 or above on the Mathematics Alternate Assesment					
			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. Students will need a concrete understanding of the NGSSS.	3A.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts.	3A.1. Administration, Resource Teacher	3A.1. Grade level teams will review the results of common assessment data and plan together weekly.	3A.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS.		
<u>Mathematics Goal #3A:</u> Park Elementary will increase Learning Gains in Math by 1% on the 2012-2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012: 64% of students made Learning Gains in mathematics	2013: 65% of students will make Learning Gains in Mathematics					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.

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			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students will need a concrete understanding of the NGSSS. Students lack knowledge of mathematical vocabulary.	4A.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts. Teachers will incorporate direct instruction lessons related to vocabulary terms.	4A.1. Administration, Resource Teacher	4A.1. Grade level teams will review the results of common assessment data and plan together weekly.	4A.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS.		
<p>Mathematics Goal #4:</p> <p>Park Elementary will increase Learning Gains in lowest 25% in Math by 1% on the 2012-2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	2013: 65% of students will make Learning Gains in Mathematics	2013: 63% of students will make learning gains in lowest 25% in math					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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 51% of students at Park Elementary scored Level 3 or higher on FCAT Math	53% of students at Park Elementary scored Level 3 or higher on FCAT Math	59% of students at Park Elementary will score Level 3 or higher on FCAT Math	63% of students at Park Elementary will score Level 3 or higher on FCAT Math	67% of students at Park Elementary will score Level 3 or higher on FCAT Math	71% of students at Park Elementary will score Level 3 or higher on FCAT Math	76% of students at Park Elementary will score Level 3 or higher on FCAT Math.
<u>Mathematics Goal #5A:</u> Park Elementary will reduce our achievement gap by 50% by 2016-2017							
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. Students will need a concrete understanding of the NGSSS & Common Core State Standards. Students lack knowledge of mathematical vocabulary and a deeper understanding of concepts	5B.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts. Teachers will incorporate direct instruction lessons related to vocabulary terms.	5B.1. Administration	5B.1. Grade level teams will review the results of common assessment data and plan together bi-weekly	5B.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS & Common Core State Standards		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Park Elementary will reduce the achievement gap of student subgroups by ethnicity not making satisfactory progress in math by 2%.							
	White:68% Black:43% Hispanic:42% Asian:NA American Indian:NA	White:70% Black:45% Hispanic:44% Asian:NA American Indian:NA					
		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. Students will need a concrete understanding of the NGSSS & Common Core State Standards. Students lack knowledge of mathematical vocabulary and a deeper understanding of concepts	5C.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts. Teachers will incorporate direct instruction lessons related to vocabulary terms.	5C.1. Administration	5C.1. Grade level teams will review the results of common assessment data and plan together bi-weekly	5C.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS & Common Core State Standards		
<p><u>Mathematics Goal #5C:</u></p> <p>Park Elementary will reduce the achievement gap of the ELL student subgroup not making satisfactory progress in math by 2%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	28% of ELL students scored Level 3 or above on Math FCAT.	30% of ELL students will score Level 3 or above on Math FCAT.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students will need a concrete understanding of the NGSSS & Common Core State Standards. Students lack knowledge of mathematical vocabulary and a deeper understanding of concepts	5D.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts. Teachers will incorporate direct instruction lessons related to vocabulary terms.	5D.1. Administration	5D.1. Grade level teams will review the results of common assessment data and plan together bi-weekly	5D.1. Park will use the Performance Matters Assessment, as well as baseline, mid-year assessment, and end of the year assessments tied to the NGSSS & Common Core State Standards		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Park Elementary will reduce the achievement gap of the SWD student subgroup not making satisfactory progress in math by 2%							
	44% of SWD students scored Level 3 or above on Math FCAT.	46% of SWD students will score Level 3 or above on Math FCAT.					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	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. Students need a concrete understanding of Common Core State Standards and NGSSS. Students lack knowledge of mathematical vocabulary.	5E.1. Teachers will incorporate the use of manipulatives and hands on activities to build concrete understanding of math concepts. Teachers will incorporate direct instruction lessons related to vocabulary terms.	5E.1. Administration	5E.1. Grade level teams will review the results of common assessment data and plan together bi-weekly.	5E.1. Park will use Performance Matters assessment, as well as baseline, mid-year assessments, and end of the year assessments tied to NGSSS or Common Core.		
<u>Mathematics Goal #5E:</u> Park Elementary will reduce the achievement gap of economically disadvantaged students not making satisfactory progress in reading by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	47% of Economically Disadvantaged students made Level 3 or higher on FCAT Math	49% of Economically Disadvantaged students will make Level 3 or higher on FCAT Math					
		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 Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<p><u>Mathematics Goal #1A:</u></p> <p><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>					

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	<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.	
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> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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.		
<p><u>Mathematics Goal #2A:</u></p> <p><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>					
	<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.		
<p><u>Mathematics Goal #3A:</u></p> <p><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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Mathematics Goal #3B:</u> <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>					
		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		
4. 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 #4: <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.	

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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						
<p><u>Mathematics Goal #5A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following 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>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>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.		
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		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.		
<p><u>Mathematics Goal #5E:</u></p> <p><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>					
		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	Mathematics Goal	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>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	<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. 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:	<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>					
		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> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <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.	

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>					

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		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 Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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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Algebra 1 Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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 Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra I 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 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.		
Algebra 1 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 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>					

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

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p>Geometry 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>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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

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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

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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**(PD) aligned with
Strategies through
Professional
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 Administrator and Teachers	PD Participants (e.g., PLC, subject, grade level, or school-wide) K-5 Staff	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 Training	K-5			ongoing	Classroom observations	Administration and Resource Teacher

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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
Core Curriculum	MacMillan McGraw-Hill	Textbook	\$4,086.41
Subtotal:	\$4,086.41		
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mastery	Math Attack	Instructional Technology	\$1,500.00
Subtotal:	\$1,500.00		
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Cooperative Learning	Kagan Strategies	Title I	\$6,486.00
Subtotal:	\$6,486.00		
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:	\$0.00		
Total:	\$12,072.41		

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. Barriers include lack of real world science experience, prior knowledge in this content area, and comprehension of non-fiction text.	1A.1. Continued implementation of FRI strategies, providing more hands on opportunities, real world experiences, and increase the availability of non-fiction text.	1A.1. Teacher and Administration	1A.1. Grade level team will meet weekly to discuss instructional strategies. Progress monitoring team will meet monthly to assess student needs	1A.1. Performance Matters assessment administered 3 times annually. Scott Foresman chapter and unit assessments aligned with NGSSS.		

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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Park Elementary will increase FCAT Science Level 3 scores by 1%.	2012: 26% of students scored Level 3 or higher on FCAT Science	2013: 27% of students will score Level 3 or higher on FCAT Science	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			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.		
<u>Science Goal #1B:</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>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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 science.	2A.1. Lack of prior knowledge in this content area, lack of real world science experiences, and comprehension of non-fiction texts.	2A.1. Continued implementation of FRI strategies, increase availability of non-fiction text, and exposure to real world, hands on science.	2A.1. Teacher and Administration	2A.1. Grade levels will meet weekly to discuss instructional strategies and monthly to assess student achievement. Progress monitoring teams will meet monthly to assess student data.	2A.1. Performance Matters assessment will be given 3 times annually in addition to Scott Foresman chapter and unit assessments.		
<u>Science Goal #2A:</u> Park Elementary will increase FCAT Science Level 4 or 5 scores by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012: 6% of students scored Level 4 or 5 on Science FCAT	2013: 7% of students will score Level 4 or 5 on Science FCAT.					

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			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 science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Science Goal #2B:</u> Park will continue to have 100% of students achieve Level 7 or above in Science	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012: 100% (2) of students achieved Level 7 or above on FCAT Science	2013: 100% of students will achieve Level 7 or above on FCAT Science					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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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.		
<u>Science Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> <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.	

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

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	<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.		
Biology 1 Goal #2:	<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>					
		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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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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 Administration and Teacher	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
NGSSS Science	K-5		K-5 Staff	October and November Faculty Meetings/PD days	Lesson Plans and Evaluations, Classroom Observations	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Interactive Science	Pearson	Textbook	\$27,982.41
Science Strategies	Science Boot Camp	Operating Budget	\$1,028.50
Subtotal:\$29,010.91			
Technology			

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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:\$29,010.91			

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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. According to last year's data, the students have a solid foundation of the basic format of writing an essay, but the students need to be equipped with strategies to build more elaboration in their writing.</p>	<p>1A.1. Teachers will meet bi-weekly with the grade level team to plan effective instruction and to discuss data. Teachers will conference with individual students daily to assist students in adding elaboration to their writing. Facilitation and collaboration with other schools within the district.</p>	<p>1A.1. Administration, Resource Teacher</p>	<p>1A.1. Student writing samples will be viewed daily by the teacher and shared with the grade level team bi-weekly to discuss areas of progress and areas in need of improvement</p>	<p>1A.1. Teachers will determine progress by data from the Beginning of the Year, Mid-Year, and End of the Year Prompt Assessments. Teachers will use scored writing samples for progress monitoring.</p>		
<p><u>Writing Goal #1A:</u> Park Elementary will increase FCAT Writing Level 4 scores by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	2012: 94% (76) of students scored Level 4 or higher on FCAT Writing	2013: 95% of students will score Level 4 or higher on FCAT Writing					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> Park Elementary will increase 1% on Level 4 or higher on Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2012: 50% (1) of students scored Level 4 or higher on Florida Alternate Assessment	2013: 51% of students will score Level 4 or higher on Florida Alternate Assessment.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
PD will be provided to make conferencing with students more effective.	Fourth grade writing	Resource Teacher	In addition to the school-wide professional development, fourth grade teachers will receive professional development related to conferencing with students to enhance their writing.	Ongoing training from district office resource teacher	The fourth grade team will be reviewing writing samples with the resource teacher	Administration
PD will be provided to the faculty in regard to new writing standards and scoring	K-5	Resource teacher	School wide training will be provided to equip teachers with knowledge of new writing standards and scoring	Ongoing training from district office resource teacher	The faculty will review writing samples	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:\$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:\$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:\$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:\$0.00			
Total: \$0.00			

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

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		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 Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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
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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.		
<p><u>U.S. History Goal #1:</u></p> <p><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>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2:	<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>					
		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
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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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. Illness, arriving late to breakfast.</p>	<p>1.1. Provide student instruction of hand washing and proper hygiene skills, provide health and hygiene information to parents through school newsletters, and provide flu shot information. Stress the importance of on time arrival for Free Breakfast.</p>	<p>1.1. Teachers and Administration</p>	<p>1.1. SARC will meet bi-weekly to analyze student attendance data and identify excessive absences and tardies. Progress Monitoring team will also meet monthly to address student absences. Teachers will provide health and hygiene information in school newsletters.</p>	<p>1.1. Daily Attendance Record, SARC reports.</p>		
<p><u>Attendance Goal #1:</u> Park Elementary strives to promote the importance of daily attendance for all students.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>Based on the 2012 data, attendance was 95% (563 students)</p>	<p>Increase student attendance from 95% to 97%</p>					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	Based on the 2012 data, 27% of students had excessive absences	Decrease student excessive absences from 27% to 25%					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	Based on the 2012 data, 27% of students had excessive tardies	Decrease student excessive tardies from 27% to 25%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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 Administration	PD Participants (e.g. , PLC, subject, grade level, or school-wide) K-5 Staff	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Monthly Faculty Meetings	Strategy for Follow-up/Monitoring Progress monitoring of attendance data through RTI-B, Genesis, SARC	Person or Position Responsible for Monitoring Administration
Attendance	K-5	Administration	K-5 Staff	Monthly Faculty Meetings	Progress monitoring of attendance data through RTI-B, Genesis, SARC	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Attendance	RAPTOR	Capital Project	450.00
450.00 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:			
450.00 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	1.1. Lack of personal positive behavior skills	1.1.Continue PBIS. Ensuring all students are receiving appropriate positive reinforcement through social skill instruction in the individual classrooms daily. Implement daily classroom point sheets with at risk students. Continue RTI. Continue implementation of The Leader in Me.	1.1.Administration, Teachers, Guidance Counselor	1.1.Collect and analyze data monthly by reviewing discipline referrals and classroom point sheets. PBIS team will meet monthly to plan and assess school wide behavior goals and strategies. Covey Leadership Team will meet monthly to analyze strategies to build leadership skills.	1.1.Frequency count of students receiving referrals and count of classroom daily point sheets.		

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<p><u>Suspension Goal #1:</u> Park Elementary aims to build effective environments in which positive behavior is more effective than problem behavior.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>Based on 2012 data, there were</p>	<p>Decrease the number of in school suspensions by 5%</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>Based on 2012 data, there were 85 students that served in school suspension</p>	<p>Decrease the number of students serving in school suspension by 5%.</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>Based on 2012 data, there were</p>	<p>Decrease the number of out of school suspensions by 5%</p>					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					
	<p>Based on the 2012 data, 39 students served out of school suspension</p>	<p>Decrease the number of students serving out of school suspension by 5%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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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
Discipline Referrals	K-5	Administration and Teachers (PBIS team)	K-5 Staff	Monthly faculty meetings, monthly PBIS meetings	Monitoring discipline referrals, monitoring Check In/Check Out through guidance, and RTIB	Administration, Teachers, and Guidance Counselor
The Leader in Me	K-5	Consultant	K-5 Staff	August	Monitoring of 7 Habits	Administration, Covey Team

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.		

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<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>					
	<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

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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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

Grade Level/
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or school-wide)

PLC Leader

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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		
1. Parent Involvement	1.1. Lack of child care.	1.1.Offer child care to parents attending a parent involvement night on school site.	1.1.Teachers and Administration	1.1.Parent Involvement Committee will meet quarterly or as needed to plan and assess achievement of goal.	1.1.Parent Attendance count.		
Parent Involvement Goal #1:	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Parent attendance will increase by 10% at parent curriculum night.							

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	2012: 70% of parents attended at least one parent curriculum night.	2013: 80% of parents will attend at least one parent curriculum night					
			1.2. Language	1.2. Providing translators for parent involvement night.	1.2. Teachers and Administration	1.2. Parent Involvement Committee will meet quarterly or as needed to plan and assess achievement of goal.	1.2. Parent Sign in sheet.
			1.3. Transportation	1.3. Provide transportation upon request.	1.3. Administration	1.3. Parent Involvement Committee will meet quarterly or as needed to plan and assess achievement of goal.	1.3. The number of parents attending that requested transportation.

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	Person or Position Responsible for Monitoring
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**August 2012
Rule 6A-1.099811
Revised April 29, 2011**

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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
<p><u>STEM Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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STEM 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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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
<p><u>CTE Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

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

Additional Goals Professional Development

Professional 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.

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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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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	\$6,070.75	Total:
CELLA Budget		Total:
Mathematics Budget	\$12,072.41	Total:
Science Budget		Total:
	\$29,010.91	Total:
Writing Budget		Total:
Civics Budget		Total:
U.S. History Budget		Total:
Attendance Budget		Total:
	\$450.00	Total:
Suspension Budget		Total:
Dropout Prevention Budget		Total:
Parent Involvement Budget		Total:
STEM Budget		Total:
CTE Budget		Total:
Additional Goals		Total:
	\$47,604.07	Grand Total:

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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		
Priority	Focus	Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.
Monthly meetings, Data Analysis, Stakeholder feedback

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Describe the projected use of SAC funds.	Amount