

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: Susie Tolbert Elementary	District Name: Duval
Principal: Nicole Townsend	Superintendent: Ed Pratt-Dannals
SAC Chair: Alannah Daly	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	Mrs. Nicole Townsend	Masters of Science-University of Phoenix; Education Leadership (all levels) State of Florida; Level II Principal- State of Florida; Middle Grades Math 5-9 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida	3	3	<p><u>Lake Shore Middle School</u> 2005-6 Grade C (349) AYP No Reading Proficiency 47% Math Proficiency 38% Writing Proficiency 83% Gains Reading 58% Gains Math 56% Bottom Quartile Reading 67%</p> <p>2006-7 Grade D (430) AYP No Reading Proficiency 48% Math Proficiency 39% Writing Proficiency 96% Science Proficiency 22% Gains Reading 53% Gains Math 59% Bottom Quartile Reading 56% Bottom Quartile Math 57%</p> <p>2007-8 (Aug-Dec.) Grade C (439) AYP No Reading Proficiency 47% Math Proficiency 45% Writing Proficiency 91% Science Proficiency 17% Gains Reading 57% Gains Math 61% Bottom Quartile Reading 62% Bottom Quartile Math 59%</p> <p><u>Wayman Academy</u> 2007-8 (Jan.-June) Grade F (367) AYP No Reading Proficiency 47% Math Proficiency 40% Writing Proficiency 46% Science Proficiency 0% Gains Reading 53% Gains Math 58% Bottom Quartile Reading 60% Bottom Quartile Math 63%</p> <p>2008-9 Grade C (457) AYP No Reading Proficiency 31% Math Proficiency 46% Writing Proficiency 83% Science Proficiency 46% Gains Reading 53% Gains Math 61% Bottom Quartile Reading 67% Bottom Quartile Math 70%</p> <p><u>Susie E. Tolbert Elementary</u> 2010-11 Grade D (430) AYP 82% Reading Proficiency 65% Math Proficiency 58%</p>
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					<p>Writing Proficiency 67% Science Proficiency 43% Gains Reading 58% Gains Math 54% Bottom Quartile Reading 41% Bottom Quartile Math 44%</p> <p>2009-10 Grade B (499) AYP 87% Reading Proficiency 69% Math Proficiency 67% Writing Proficiency 79% Science Proficiency 60% Gains Reading 61% Gains Math 57% Bottom Quartile Reading 50% Bottom Quartile Math 56%</p> <p><u>Bank of America Learning Academy</u> 2011-12 Grade A (691) AYP % Reading Proficiency 75% Math Proficiency 77% Writing Proficiency 94% Science Proficiency 79% Gains Reading 95% Gains Math 88% Bottom Quartile Reading 95% Bottom Quartile Math 88%</p>
Assistant Principal	NA				

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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)
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Math	Christina Hamlin	<p>Masters Degree in Elementary Education East Carolina University</p> <p>Gifted Endorsement ESOL K – 12 Elementary Education Educational Leadership All Levels</p>	1	1	<p>Fort Caroline Elementary 2005-2006: Grade: A Reading Mastery: 94% Math Mastery: 86%,</p> <p>Fort Caroline Elementary 2006-2007: Grade: A Reading Mastery: 80%, Math Mastery: 85%, Science Mastery:55%</p> <p>Chaffee Trail 2007-2008 Grade A Reading Mastery:88% Math Mastery:84% Science Mastery:43%</p> <p>Chaffee Trail 2008-2009 Grade A Reading Mastery:88% Math Mastery: 89% Science Mastery: 68%</p> <p>Chaffee Trail 2009-2010 Grade A Reading Mastery:92% Math Mastery: 92% Science Mastery: 67%</p> <p>Chaffee Trail 2010-2011 Grade A Reading Mastery : 85% Math Mastery: 88% Science Mastery : 66%</p>

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development)	Principal Instructional Coach Teacher Leaders	June 2013
2. Having teachers take the role of leading training for staff	Principal	June 2013
3. Establishment of model classrooms for on-site PD for all teachers	Principal	December 2012
4. Ongoing mentorship at the school level by CET trained teachers and Cadres	Ms. Fowler Mrs. Allik-Kimery Ms. Poag	June 2013

June 2012

Rule 6A-1.099811

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Joakima Goodwin	Ms. Goodwin is a first year teacher and she will be taking the K-6 Elementary Education test to achieve highly qualified status.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	30% (7)	48% (11)	30% (7)	21% (5)	48% (10)	90% (19)	5 % (1)	9.5 % (2)	24% (5)

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
Jessica Fowler	Truella James/Jeremy Greene/Tara Lynch	CET Trained/4 th grade literacy curriculum experience	Weekly Meetings
Kirsten Allik-Kimery	Yetta Bonsell/Joakima Goodwin	CET Trained/4 th grade math curriculum experience/Academy of Math trained	Weekly Meetings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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Other

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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 school-based RtI Leadership Team consists of these positions:

- Principal
- Instructional Coach
- Additional members that support RtI implementation include the following:
 - Guidance Counselor: LaKisha Hill
 - General Education Teachers: Cheryl Skintges (fourth grade)
 - Special Education Teacher: Mary Forrest
 - Foundations Team Chair: Carolyn Pender

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

The MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least **bi-weekly** to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

Problem Solving Model

The four steps of the Problem Solving Model are:

1. **Problem Identification** entails identifying the problem and the desired behavior for the student.
2. **Problem Analysis** involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. **Intervention Design & Implementation** involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. **Evaluating** is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

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.

The school will use data from the following sources: FCAT, FAIR, district benchmark assessments, district writing prompts, district Progress Monitoring Assessments, DRA2, and curriculum- based measures (classroom level) as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Pearson *Inform* is the district's management system that will be used to monitor data at all levels.

Data will be reviewed weekly by the RtI team and this team will lead other groups in analyzing and using data to effective plan instruction. Professional Development is conducted by grade levels/ content areas and data will be reviewed and analyzed to determine appropriate professional development sessions. Vertical teaming and collaboration also occurs with our sister school, RV Daniels

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Describe the plan to train staff on MTSS.

The RtI Leadership Team will utilize training materials provided by the District RtI Team (available on the RtI Blackboard sites) to train staff in their schools. A strategic plan is being developed for delivering this training, including dates, trainers, topics, and materials.

Professional development will be provided to our RtI Team by district staff during the 2012-13 school year.

The school-based RtI Team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

In addition, RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Studies
- IPDP and Quarterly Data Conferences
- Lesson Study (Coaching Cycles)
- Thorough Instructional Support Staff Training

Individual professional development will be provided to classroom teachers through mentoring and modeling, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Nicole Townsend- Principal Tara Lynch – 3rd grade teacher Jessica Fowler – 4th grade teacher Carolyn Pender – 5th grade teacher Christina Hamlin – Instructional Coach</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading. In support of the district's reading goals and our school based reading goals, we have established a (first week) monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research-based strategies for supporting students in the core curriculum. These meetings will also consist of planning, implementing, and analyzing current school-wide reading and vocabulary initiatives of Read It Forward Jax, such as home/school connection nights, one million word reading campaign, and Principal's Book of the Month Program. Each member of the LLT will communicate with grade level and literacy teachers the expectations and reading initiatives established. This team will collect, disaggregate, analyze, and monitor data from various sources.</p> <p>We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students. In addition to properly model Read-Alouds to establish a collective common ground of the classroom community, and pace the presentation of texts to the ability of our students to process essential information from daily read-alouds. Professional development for teachers will be on explicit vocabulary instruction using the texts, Bringing Words to Life (chapters 2 – 4) and Creating a Robust Vocabulary by Isabelle Beck. The love of reading will be promoted through our One Million Word Campaign, where every child is encouraged to increase their volume of reading. Grade level teams will meet once a week and faculty will meet monthly to analyze student progress.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none">● Develop and monitor the implementation of the SIP reading strategies● Use Microsoft Excel and the Pearson Data Management System (<i>Inform</i>) to track progress of students in reading● Analyzing DRA2 data● Analyzing FAIR data● Implement the Read It Forward Jax● Implement the Principal's Book of the Month Program through daily read alouds and teaching comprehension strategies to students● Oversee the implementation of a Continuous Learning Cycle (lesson study) in Guided Reading● Ensure that the necessary Professional Development is being provided for teachers in unpacking the reading benchmarks and using data to drive instruction● Ensure that all students are meeting the One Million Word Campaign Standard● Plan literacy and FCAT parent nights in order to help parents work successfully with their children at home● Increase the number of classroom library and media center books.

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Public School Choice

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

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

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

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

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Students struggling with the application of reading strategies with grade level texts</p>	<p>1A.1. Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.</p>	<p>1A.1. Principal Instructional Coach</p>	<p>1A.1. Classroom walk-throughs</p>	<p>1A.1. Classroom walk-through form Instructional Coach Notes FAIR</p>		
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<u>Reading Goal #1A:</u> In grades 3 rd -5 th , 20% (67) of students achieved Level 3 on the 2012 FCAT Reading Assessment.	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
On the 2013 FCAT Reading Assessment 30% (99) of students will score a Level 3.	20% (67)	30% (99)					
		1A.2. Students not operating at the 90% level for retention of learned material	1A.2. Provide training on comprehension strategies and vocabulary development for students needing more models, practice, accountability, and deepen strategy to help students retain reading material.	1A.2. Classroom teachers Principal	1A.2. Conference with these students	1A.2. Anecdotal notes from the classroom teacher	

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		1A.3. Reading is seen as a short-term goal	1A.3. Students will establish SMART goals in reading	1A.3. Classroom teachers	1A.3 Review of student data notebooks	1A.3. Student goal sheets	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u>	<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 in reading.	2A.1. Students are not challenged with traditional means of instruction	2A.1. Teachers will be provided with professional development opportunities to broaden pedagogy, increase rigor of learning tasks, and higher order questioning techniques	2A.1. Instructional Coach	2A.1. Classroom Walk-throughs Analyze student work in PLCs	2A.1. Classroom Walk-Through form Student Work FCAT FAIR		
<p>Reading Goal #2A:</p> <p>In grades 3rd -5th, 34 % (112) of students achieved at or above Level 4 on the 2012 FCAT Reading Assessment.</p> <p>On the 2013 FCAT Reading Assessment 60% (197) of students will score at or above Level 4.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	34% (112)	60% (197)					
		2A.2. Lack of knowledge for implementing best practices in guided reading	2A.2. Provide professional development to challenge high performing students using Guided Readers and Writers by Fountas and Pinnell	2A.2. Instructional Coach Literacy Leadership Team	2A.2. Weekly PLCs/Classroom Walk-Through	2A.2. Classroom walk-through forms CAST – Domain 3 FCAT FAIR	
		2A.3. 61% of teachers are not gifted endorsed and 30% of teachers are new to teaching.	2A.3. The Instructional Coach will model reading comprehension/strategies with an emphasis on aligning the curriculum to the benchmarks and students' specific needs Provide UNF Course Curriculum for Gifted Course Work	2A.3. Principal Literacy Team Schultz Center	2A.3. PLCs every Thursday and common assessments Online course work	2A.3. Interim Benchmark Assessment Selection Themed Assessments Classroom Walk-throughs FCAT FAIR Completion of the course work	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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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>					
		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. Limited levels of differentiation in reading instruction.</p>	<p>3A.1. Provide RtI training on use of data to make instructional decisions regarding Tier 1, 2, and 3 support.</p>	<p>3A.1. RtI Team Principal Instructional Coach</p>	<p>3A.1. Classroom observations and review of student data by the RtI Team</p>	<p>3A.1. Pearson Inform Data Management System; Interim Benchmark Data</p>		
<p>Reading Goal #3A:</p> <p>In grades 3rd -5th, 12% (39) of students made learning gains in reading on the 2012 FCAT Reading Assessment.</p> <p>On the 2013 FCAT Reading Assessment 30% (98) of students made learning gains in reading on the 2013 FCAT Reading Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	12% (39)	30% (98)					
		3A.2. Time is not structured to ensure opportunities for students to reflect on their use of strategies.	3A.2. Students will write and/or reflect in a Reading Response Journal on a daily basis	3A.2. Classroom teachers	3A.2. Review of reading journals Classroom walk-throughs	3A.2. Teacher anecdotal notes	
		3A.3. Students have limited knowledge of where they stand as readers and their individual goals Reading is seen as a short-term goal	3A.3. Implement Student Growth Portfolios and student-led conferences (teacher functions as “back seat driver”); students will establish SMART goals for themselves as readers Increase the volume of reading school for the Million Word Campaign from 100 pages to 125 pages for third grade and 150 pages for fourth and fifth grade. Create a schedule of snippets of minutes to be used during the school day for Sustained Silent Reading (SSR). Students will establish SMART goals in reading.	3A.3. Classroom teachers Classroom teachers	3A.3. Teacher conferences with students around reading data to prepare them for student-led conferences Analyzing and monitoring student assessment data to determine growth.	3A.3. Data notebooks and conferencing notes Reading logs Million Word Count Form	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>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		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Reading is seen as a short-term goal</p>	<p>4A.1 Increase the volume of reading school wide for the Million Word Campaign from 100 pages to 125 pages for third grade and 150 pages for fourth and fifth grade. Create a schedule of snippets of minutes to be used during the school day for Sustained Silent Reading (SSR). Students will establish SMART goals in reading.</p>	<p>4A.1. Classroom Teachers</p>	<p>4A.1. Analyzing and monitoring student assessment data to determine growth.</p>	<p>4A.1. Reading logs Million Word Count Form</p>		
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<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In grades 3rd -5th, 58% (143) of students in lowest 25% made learning gains on the 2012 FCAT Reading Assessment.</p> <p>On the 2013 FCAT Reading Assessment 62% (82) of students in lowest 25% will make learning gains on the 2013 FCAT Reading Assessment.</p>							
	58% (143)	62% (82)					
		4A.2. Students are not able to effectively connect prior knowledge to new learning	4A.2. Use graphic organizers to assist students with comprehension of reading selections on their level (e.g. compare/contrast, sequence of events, cause and effect, etc.)	4A.2. Classroom teachers	4A.2. Individual reading conferences and guided reading sessions	4A.2. Lesson Plans Monitor	

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		4A.3. Limited monitoring of student reading data Books that hold little interest for students	4A.3. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats Provide books that are relevant to students' interest and are on their independent reading level Conduct reading alouds on their instructional reading level	4A.3. Principal Instructional Coach Literacy Team Classroom teachers/ Principal	4A.3. Ongoing progress monitoring of students using student data Survey and conference with students	4A.3. Interim Benchmark Excel Spreadsheets Selection Theme Reading Data Student survey sheets; teacher anecdotal notes; read-aloud activities for students	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Reading Goal #4B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian: Students are not able to effectively connect prior knowledge to new learning	5B.1. Use graphic organizers and/or organized patterns to assist students with comprehension of reading selections on their level (e.g. compare/contrast, sequence of events, cause and effect, etc.)	5B.1 Classroom teachers.	5B.1. Individual reading conferences and guided reading sessions Differentiated lessons Classroom Observations	5B.1. Classroom-Based Assessments FCAT		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>WAITING ON 2012-13 SCHOOL ACCOUNTABILIT Y REPORTS TO BE UPDATED....TO DETERMINE A TRUE GOAL</p> <p>In 2011-12 % of the students in the sub-group African American did not make satisfactory progress in reading. Our goal is to reduce this number by at least 10% to ensure that at least % or more of our Black students are at proficiency for the 2012-13 school year.</p> <p>Black: We will decrease the number of students not making making satisfactory progress in Reading to % (109).</p> <p>Currently there are 260 African American students enrolled for the 2011-12 school year.</p>							

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	White: Black: Hispanic: Asian: American Indian:	White: 4% (13) Black: 68% (223) Hispanic: 1% Asian: 24% (80) American Indian:					
		5B.2. Limited monitoring of student reading data	5B.2. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats	5B.2. Classroom teachers Principal	5B.2. Ongoing progress monitoring of students using student data	5B.2. Interim Benchmark Assessment Inform Anecdotal Notes	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students have limited exposure to service learning projects to build background knowledge to make connections in the classroom.	5E.1. Provide opportunities for students to participate in service learning projects aligned to NGSSS/CCSS.	5E.1. Classroom teachers Principal	5E.1. Reflection writing in student journals Classroom discussions (discourse)	5E.1. Classroom-based assessments		
<u>Reading Goal #5E:</u> We will decrease the number of students not making satisfactory progress in reading to 40% (104).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	57% (127/260)	40% (104/260)					

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		5E.2. Lack of knowledge aligning instructional strategies with skills and concepts in each benchmark.	5E.2. Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	5E.2. Principal Instructional Coach	5E.2. Monthly Faculty Meetings Weekly PLCs	5E.2. Classroom Walk-Throughs	
		5E.3. Limited monitoring of student reading data	5E.3. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats	5E.3. Principal Instructional Coach Literacy Team	5E.3. Ongoing progress monitoring of students using student data	5E.3. Interim Benchmark Excel Spreadsheets Selection Theme Reading Data	

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 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
	UnWrapping the Benchmarks/Differentiating Instruction	3 – 5	Principal/Coach	School-wide	Early Release/Teacher Planning Day PD	Classroom Walk-throughs	Principal/Coach

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Teaching Comprehension All Readers Need	3 – 5	Coach	School-wide	Teacher Planning Day PD	Classroom Walk-throughs & Benchmark Assessments	Coach
Professional Book Study: Bringing Words to Life	3 – 5	Principal/Grade Level Chairs	School-wide	Faculty Meeting/Blackboard	Classroom Walk-Throughs	Principal/Grade Level Chairs
Professional Book Study: The Power of SMART Goals	3 – 5	Principal	Design Team	Bi-Weekly (Monday)	Data Chats	Faculty
UnWrapping the Read Aloud	3 – 5	PLC Leader	School-Wide	October	Classroom Walkthroughs	Principal
Vocabulary Instructional Focus	3 – 5	PLC Leader	School –Wide	On going	PLCs	Principal
Gifted Endorsed Course Work	Identified Teachers		Teachers seeking gifted endorsement	TBD	Course work provided by the Schultz Center	Principal Schultz Center

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
Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	Teaching Comprehension Strategies All Readers Need FCAT Item Specs	Instructional Materials	\$197.89
Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.	Book: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fisher and Frey	Instructional Materials	\$431.46
	\$629.35 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 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: N/A	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<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.
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.	

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<p>CELLA Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Percent of Students Proficient in Reading:</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.	
<u>CELLA Goal #3:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current 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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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Level of teacher understanding of NGSSS and newly adopted curriculum resources</p>	<p>1A.1. Provide training on unwrapping the Next Generation Sunshine State Standards and the use of the new curriculum resources</p> <p>Realign the learning schedule to meet student needs using benchmark data (IBA) and classroom assessments.</p>	<p>1A.1. Principal Math Lead Team (MLT)</p>	<p>1A1. Review of lesson plans; classroom observations; data notebook</p>	<p>1A1 Lesson plans, looking at student work (LASW), and data notebook Interim Benchmark Assessments</p>		
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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>In grades 3rd -5th, 20% (65) of students achieved Level 3 on the 2012 FCAT Math Assessment.</p> <p>For the 2012-13 school year 30%(98) of the students in 3rd, 4th & 5th grade will score a Level 3 on the FCAT Math Assessment.</p>							
	54% (177)	60% (197)					
		<p>1A.2. Lack of resources and professional development for teaching vocabulary in math content, writing, and reading strategies in mathematics instruction</p>	<p>1A.2. Provide professional development for teaching vocabulary</p> <p>Implement in-depth vocabulary development (ex. Frayer model)</p> <p>Implement reading strategies to increase content-knowledge</p>	<p>1A.2. Instructional Coach Math Lead Team (MLT)</p>	<p>1A.2. Weekly PLCs</p>	<p>1A.2. PLC minutes</p>	

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		1A.3. Teachers are not proficient in analyzing Benchmark data posted in Insight and need to become more familiar with manipulating the data in Microsoft Excel to monitor student progress.	1A.3. Provide professional development with Pearson Inform and Microsoft Excel.	1A.3. Principal Instructional Coach	1A.3. Monthly data chats and Weekly PLCs	1A.3. Disaggregated data of Interim Benchmark Assessments using Microsoft Excel by benchmark and reporting categories.	
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.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. 94% of teachers are not gifted endorsed and 25% of teachers are new to teaching</p>	<p>2A.1. The Instructional Coach will model math strategies with an emphasis on aligning the curriculum to the benchmarks and students' specific needs</p>	<p>2A.1. Instructional Coach</p>	<p>2A.1. Professional Learning Communities</p>	<p>2A.1. Classroom Walk throughs</p>		

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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In grades 3rd -5th, 21% (70) of students achieved at or above Levels 4 and 5 the 2012 FCAT Math Assessment.</p> <p>For 2013 FCAT Math Assessment, 27% (90) of students will achieve at or above Levels 4 and 5.</p>							
	21% (70)	27% (90)					
		2A.2. Teachers lack of effective feedback given to students during the work period in the math workshop model.	2A.2. Teachers will provide effective feedback to students that must be timely, specific, and ongoing (formative assessment).	2A.2. Classroom teachers	2A.2. Analyzing student work during weekly PLCs	2A.2. PLC minutes/Lesson Plans/Anecdotal Notes	

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		2A.3. Teachers lack of higher order questioning	2A.3. Teachers will participate in professional book study of Chapter 9-Asking Questions Reading with Meaning by Debbie Miller	2A.3. Instructional Coach	2A.3. Weekly PLCs Common Planning	2A.3. Lesson Plans CAST Domain 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> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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. Setting targets and monitoring that lacks curriculum-embedded classroom-based measures that we can examine collaboratively and systematically.	3A.1. Create common assessments that include rubrics and standards which clearly describe quality work.	3A.1. Classroom Teachers Principal	3A.1. Weekly PLCs	3A.1. Student work and rubric		

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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u>	<u>2013 Expected</u> <u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
<p>In grades 3rd -5th, 62% (203) of students making learning gains on 2012 FCAT Math Assessment.</p> <p>For 2013 FCAT Math Assessment, 71% (233) of students will make learning in on 2013 FCAT Math Assessment.</p>							
	62% (203)	71% (233)					

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		3A.2. Teachers not keeping accurate and detailed documentation of progress based on item analyses of informal and formal assessments (both district and classroom)	3A.2. Provide training on Setting Targets to track and monitor student progress	3A.2. Math Lead Team	3A.2. Professional Learning Communities Monthly Data Chats	3A.2. Pearson Inform Microsoft Excel IBA spreadsheets	
		3A.3. Students' ability to be both effective and efficient in their use of strategies conceptually	3A.3. Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning	3A.3. Instructional Coach Math Lead Team	3A.3. Classroom Walk throughs	3A.3. Lesson Plans Anchor Charts (co-created)	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Mathematics 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.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Limited levels of differentiation in math instruction.</p>	<p>4A.1. Provide professional development in unwrapping math benchmarks, creating skills and concepts data forms to track and monitor student progress, and teachers will create exit tickets to gather data to determine next steps in student learning</p>	<p>4A.1. Classroom teachers Principal</p>	<p>4A.1. Lesson Planning Review of lesson plans by Principal</p>	<p>4A.1. Lesson Plans</p>		
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<u>Mathematics Goal</u> <u>#4A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>In grades 3rd -5th, 53% (173) of students lowest 25% made learning gains in mathematics.</p> <p>For 2013 FCAT Math Assessment, 61% (200) of students lowest 25% will make learning gains in mathematics.</p>							
	53% (173)	61% (200) <i>Safe Harbor</i>					
		4A.2. Lack of progress monitoring on a regular basis	4A.2. Establish Progress Monitoring Plans (PMPS) and progress monitor on a 20 day cycle	4A.2. Classroom Teachers Principal	4A.2. Pearson Inform Parent Conferences	4A.2. Pearson Inform Teacher Data Notebooks	

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		4A.3. Students at varying levels of understanding fractions, Operations, Problems & Statistics, and Geometry and Measurement	4A.3. Provide training on pedagogy and content knowledge of Fractions, Operations and Geometry and Measurement using Elementary School Mathematics: Teaching Developmentally	4A.3. Classroom Teachers Instructional Coach	4A.3. Classroom walk-throughs; analyzing student work during common planning	4A.3. Classroom walk-throughs instrument; student data	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Limited skills levels of differentiation in math instruction. Hispanic Asian: American Indian:	5B.1. Provide professional development in unwrapping math benchmark, create skills and concepts data forms to track and monitor student progress, and teachers will create exit tickets to gather data to determine next steps in student learning	5B.1. Classroom teachers Instructional Coach Principal	5B.1. Lesson Planning Review of lesson plans by principal Analyzing student work in weekly PLCs	5B.1. Lesson Plans Benchmark Assessments		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
WAITING ON 2012-13 SCHOOL ACCOUNTABILITY REPORTS TO BE UPDATED....TO DETERMINE A TRUE GOAL							
	White: Black: Hispanic: Asian: American Indian:	White: 4% (13) Black: 68% (223) Hispanic:1% Asian: 24% (80) American Indian:					
		5B.2. Students' ability to be both effective and efficient in their use of strategies	5B.2. Provide professional development for teachers using a Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle	5B.2. Classroom teachers Instructional Coach Principal	5B.2. Classroom Walk throughs Weekly PLCs	5B.2. Review of lesson plans Looking at student work (LASW)	
		5B.3. Students' lack of prior knowledge or required skills in fractions and geometry.	5B.3. Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry and fraction concepts.	5B.3. Classroom teachers Instructional Coach	5B.3. Review of student performance data; early release PLCs	5B.3. Lesson Plans	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal</u> #5C: NA	<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> NA	<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. Level of teacher understanding of NGSSS and newly adopted curriculum resources	5E.1. Provide training on unwrapping the Next Generation Sunshine State Standards and the use of the new curriculum resources	5E.1. Math Lead Team (MLT)	5E.1. Review of lesson plans; classroom observations; data notebook	5E.1. Lesson plans, looking at student work (LASW), and data notebook		
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5E.2. 25% of teachers are new to teaching	5E.2. The Instructional Coach will model math strategies with an emphasis on aligning the curriculum to the benchmarks and students' specific needs	5E.2. Instructional Coach	5E.2. Weekly PLCs/Common Planning	5E.2. Classroom Walk Throughs	

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		5E.3. Neglect of goal setting and monitoring that lacks curriculum- embedded classroom- based measures that we can examine collabora- tively and systematicall y.	5E.3. Create common assessments that include rubrics and standards which clearly describe quality work	5E.3. Classroom Teachers Principal	5E.3. Weekly PLCs Data Chats	5E.3. Student work/Data Notebooks	
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End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the NGSSS for mathematics	3-5	Principal Inst. Coach	All teachers	Early Release - throughout the year in grade level meetings	Classroom observations and review of lesson plans/Data Notebook	Principal
Establishing model math classrooms at the primary and intermediate levels	4 th Grade	Instr. Coach	Math Teachers	Faculty Meeting	Classroom observations	Principal Inst. Coach
Fractions and Geometry and Measurement	3-5	Principal	Math Teachers	Faculty Meeting	Classroom Observations; looking at student work (LASW)	Instructional Coach

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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
Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning.	Elementary and Middle School Mathematics Teaching Conceptually & Developmentally by Jon Van De Walle Chart Paper	10000/School Wide Fundraiser	6 @ \$100.00 each
Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry and fraction concepts.	Math Manipulatives	School Wide Fundraiser	\$600.00
\$1,200.00 Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Science is not taught with fidelity at every grade level	1A.1. Provide opportunities for teachers to attend district training in the implementation of the 5 E workshop model for teaching of science. Build time into the Master Schedule for the teaching of science.	1A.1. Principal	1A.1. Lesson Plans/Classroom Observations/Professional Learning Communities	1A.1. CAST Domain 3		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>In 2011-12 50% (164) of our students in 5th grade scored a Level 3 on the FCAT Science Assessment.</p> <p>In 2013, 60% (197) of our students in 5th grade will achieve a Level 3 on the FCAT Science Assessment</p>							
	50% (164)	65%(180)					
		<p>1A.2. Students are weak in science vocabulary</p>	<p>1A.2. Promote and incorporate more reading of non-fiction (science) in other content areas. ELA teachers will provide more exposure to non-fiction texts and integrate science with read-alouds.</p> <p>Use of Own the Word for vocabulary development</p>	<p>1A.2. Media Specialist Classroom Teachers</p>	<p>1A.2. Classroom Observations/ Lesson Plans Vocabulary (Grade Level) Graphic Organizer</p>	<p>1A.2. Lesson Plans Benchmark Data</p>	

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		1A.3. Students' lack of prior knowledge or required skills in Nature of Science (60% avg) and Physical Science (63% avg).	1A.3. Provide in-house training on unpacking the math NGSSS (benchmarks) and aligning the FCAT Item Specs (content focus) with the new curricula resources.	1A.3. Science Lead	1A.3. Professional Learning Communities	1A.3. Lesson Plans Benchmark Data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		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. Students not reaching the 90% retention level of information/material	2A.1. Use students as peer tutors within grade levels during science instruction.	2A.1. Classroom Teachers Science Lead	2A.1. Analyzing student work in weekly PLCs	2A.1. Student Work Teacher Data Notebook		
<u>Science Goal #2A:</u> In 2011-12 10% (33) of our students in 5 th grade scored at or above levels 4 and 5 on the FCAT Science Assessment. In 2013, 14% (46) of our students in 5 th grade will achieve at or above levels 4 and 5 14% (46) on the FCAT Science Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10% (33)	14% (46)					

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		2A.2. Students do not reflect on their growth as scientists and how the inquiry method can benefit them	2A.2. Incorporate the use of science journals on a daily basis	2A.2. Classroom Teachers Science Lead	2A.2. Analyzing student journals	2A.2. Student journals	
		2A.3. Limited levels of differentiation in science instruction.	2A.3. Provide professional development on how to differentiate by content, process, and products	2A.3. Science Lead Principal	2A.3. Reviewing lesson plans Weekly PLCs	2A.3. Lesson Plans PLC Minutes	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Academy of Science	3rd Grade	Martin	All teachers	September through May	Task and Transfer; faculty and grade level presentations	Principal
Differentiated Instruction	5 th Grade	TBD	Fifth Grade	On Going	Professional Learning Community	Instructional Coach

Science Budget (Insert rows as needed)

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

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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 Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Lack of knowledge of the new scoring of FCAT Writes! for new teachers and content area teachers.	1A.1. Provide professional development of how to score using the Anchor Papers	1A.1. Classroom Teacher Instructional Coach	1A.1. Analyzing student writing pieces/Utilize the FCAT Writing Rubric to score writing. Scoring Rubrics for Writing Genres	1A.1. District Writing Prompt Scores FCAT Writes		
<u>Writing Goal #1A:</u> In 4 th grade , 88% (90) of students will achieve a score of a 4 or higher on the 2013 FCAT Writing Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	74% (81)	88% (90)					
		1A.2. Focus has not been on conventions,	1A.2. Teach the conventions of the English Language (punctuation, grammar, capitalization, spelling).	1A.2. Classroom Teachers Standards Coach Principal	1A.2. Analyzing student writing pieces in PLCs. Anchor papers	1A.2. Writing Prompt FCAT Writes	
		1.A3. Students' inability to analyze their own writing and to determine next steps	1A.3. Scoring rubrics will be developed with students and used for student self-assessment; students will highlight elements of the genre in their writing; use FCAT anchor rubric	1.A.3 Classroom teachers	1A.3. Review of student writing and scoring rubrics	1.A.3 District writing prompts FCAT Wites	
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> <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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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
How to Score FCAT Writes	All teachers (Literacy)	PLC Leader	All literacy teachers	Early Release	Weekly PLCs	Instructional Coach/Principal

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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Civics Professional Development

<p>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.</p>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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

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U.S. History Professional Development

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

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

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

June 2012
 Rule 6A-1.099811
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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

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

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		
1. Attendance	1.1. Parents do not effectively plan or schedule student appointments and vacations (including extended stays in other countries)	1.1. The Attendance Intervention Team will work with and develop strategies for parents whose students have 10 or more absences or excessive tardies	1.1. Classroom teachers Guidance Counselor Attendance Intervention Team Principal	1.1. Monitor student tardy and early checkouts	1.1. OnCourse and Genesis to monitor student attendance.		

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<p>Attendance Goal #1:</p> <p><i>Reduce absences of 10 or more days for 2012-13 by 10% as compared to 2011-12 school year.</i></p> <p><i>Reduce tardies of 10 or more days for 2011-12 by 5% as compared to 2010-11 school year.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>75</p>	<p>65</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>65(17%)</p>	<p>44(12%)</p>					

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		1.2. Parents do not see the correlation between attendance and student achievement	1.2. Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	1.2. Principal Guidance Counselor CRT Operator	1.2. Monitor student tardy and early checkouts.	1.2. OnCourse and Genesis	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

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

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
Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	Parent Handbook and school newsletter for all parents and agendas for students to inform them of the attendance/tardy policy via paper copy and school website	School Improvement Fund	\$1,600.00

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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\$1,600.00			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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

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. Common areas within the school require clear expectations and supervision	1.1. Develop, train, and implement guidelines and expectations for playground use and supervision.	1.1. Foundations Team	1.1. Follow the steps outlined in the Implementation Cycle (Foundations)	1.1. Discipline Referrals documented in Genesis		
<u>Suspension Goal #1:</u> Reduce the number of suspensions from 83 students in 2011-12 to 30 or less in 2012-13.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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	<i>1</i>	<i>1</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<u>1</u>	<u>0</u>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<u>83</u>	<u>30</u>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<u>0</u>	<u>0</u>					
		2. Research- based behavioral strategies and practices are not utilized with fidelity.	1.3. Train staff on school wide implementation of CHAMPS	1.3. CHAMPS Trainer Principal	1.3. Classroom Walkthroughs	1.3. CHAMPS Focus Walks CAST Domain 2	
		1.3. Students lack the proper character/ social skills	1.3. Implement weekly class meetings to teach character traits according to F.S. and social skills	1.3. Classroom teachers	1.3. Classroom Observations	1.3. Lesson Plans Discipline Data (Teacher data notebook)	

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
CHAMPs	All teachers	TBD	School Wide	Planning Days	Classroom observations	Principal
Classroom Interventions	All teachers	Guidance	School Wide	Ongoing	Lesson Plans	Guidance Counselor

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

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

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

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

Dropout Prevention Goal(s)

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

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

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

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

<p>1. Parent Involvement</p>	<p>1.1. Insufficient communication between parents and the school</p>	<p>1.1. Keep parents informed of all events at the school through various media: monthly messages on the School Messenger Communication System, parent newsletters, school website, student planners, and e-mail messages from PTA president.</p>	<p>1.1. Principal and PTA President</p>	<p>1.1. See an increase in both the attendance at school events and an increase in parent volunteers</p>	<p>1.1. School Volunteer Log; attendance sheets for school events</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Parent Involvement Goal #1:</u></p> <p><i>My guidance counselor is working on calculating the number of hours for Tolbert of 2011-2012 along with our PTA President (Noeline Clark) to determine a goal for 2012-2013.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
<p>Not submitted</p>							
		<p>1.2 Parents' level of understanding in assisting their children at home</p>	<p>1.2 Provide training for parents in literacy and mathematics on parent nights.</p>	<p>1.2 Addressing parent questions and concerns; parent surveys</p>	<p>1.2 Attendance sheets</p>	<p>1.2 Attendance sheets</p>	
		<p>1.3 Extend additional opportunities to join and provide various, flexible opportunities for parents to use their time and expertise.</p>	<p>1.3 Principal PTA President SAC Chair</p>	<p>1.3 Review of volunteer sign in sheets and PTA data for volunteers</p>	<p>1.3 Volunteer Sign-in Notebook</p>	<p>1.3 Volunteer Sign-in Notebook</p>	

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

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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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)

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

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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

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)

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

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

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

Additional Goals Professional Development

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

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$629.35
CELLA Budget	Total:
Mathematics Budget	Total: \$1,200.00
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: \$1,600.00
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total: \$3,429.35

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

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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

Review school budget.
 Provide input in the creation of the SIP.
 Review and monitor SIP.
 Review student achievement data as a whole school. (individual data is confidential)
 Make recommendations and suggestions for magnet programs recruiting.
 Evaluate school programs and make necessary suggestions
 Select appropriate items, supplies, or equipment to purchase using School Improvement Funds.

Describe the projected use of SAC funds.	Amount
Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning.	\$600.00
Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry and fraction concepts.	\$600.00
Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	\$197.89
Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.	\$431.46
Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	\$1,600.00