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: Twin Lakes Academy Elementary	District Name: Duval County Public Schools
Principal: Mrs. Denise Robertson	Superintendent: Mr. Ed Pratt-Dannals
SAC Chair: Mr. Barry Underwood	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)

| Principal | Mrs. Denise Robertson | BS- Elementary Education, Loyola University New Orleans; Master of Science- Educational Administration and Supervision, Trevecca Nazarene College; Education Leadership (all levels) State of Florida; Level II Principal- State of Florida; Elementary Ed Grades 1-6 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida | 13 | 6 | Principal of Twin Lakes Academy Elementary in 2011-2012:

Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%

Principal of Twin Lakes Academy Elementary in 2010-2011:

Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67%

AYP: 92% Criteria Met

No- African American in Reading

No- Economically Disadvantaged in Reading and Math

Principal of Twin Lakes Academy Elementary in 2009-2010:

Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89%

AYP: 90% Criteria Met

No- African American in Reading and Math

No- Economically Disadvantaged in Reading and Math

Principal of Twin Lakes Academy Elementary in 2008-2009:

Grade: A, Reading Mastery: 86%, Math mastery: 82%, Science Mastery: 53%. |

					AYP: 100% Criteria Met
					Assistant Principal at Kernan Trail Elementary: 2007-2008: Grade A, Reading Mastery: 83%, Math Mastery 81%, Science Mastery: 50%. AYP: 92%, SWD did not make AYP.

| Assistant Principal | Mrs. Melanie Denny | BS- Elementary Education, University of North Florida; Masters of Arts in Teaching and Educational Leadership, Jacksonville University; Certification- Educational Leadership (all levels), State of Florida, Level II Principal – State of Florida; Media Specialist K-12 – State of Florida ,Early Childhood Education- State of Florida, Elementary Ed. 1-6 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida | 5 | 5 | Assistant Principal of Twin Lakes Academy Elementary in 2011-2012:

Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%

Assistant Principal of Twin Lakes Academy Elementary in 2010-2011:

Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67%

AYP: 92% Criteria Met

No- African American in Reading

No- Economically Disadvantaged in Reading and Math

Assistant Principal of Twin Lakes Academy Elementary in 2009-2010:

Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89%

AYP: 90% Criteria Met

No- African American in Reading and Math

No- Economically Disadvantaged in Reading and Math

Assistant Principal of Twin Lakes Academy Elementary in 2008-2009:

Grade: A, Reading Mastery: 86%, Math mastery: 82%, Science |
|---|---|---|---|---|---|

					Mastery: 53%. AYP: 100%. Criteria Met

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

| Reading, Math, and Science | Marcia Rivas | BS-Elementary Education, Florida State University

Certification- Elementary Education 1-6, State of Florida | 15 | 12 | Instructional Coach of Twin Lakes Academy Elementary in 2011-2012:

Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%

Instructional Coach of Twin Lakes Academy Elementary in 2010-2011:

Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67%

AYP: 92% Criteria Met

No- African American in Reading

No- Economically Disadvantaged in Reading and Math

Instructional Coach of Twin Lakes Academy Elementary in 2009-2010:

Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89%

AYP: 90% Criteria Met

No- African American in Reading and Math

No- Economically Disadvantaged in Reading and Math

Instructional Coach of Twin Lakes Academy Elementary in 2008-2009:

Grade: A, Reading Mastery: 86%, Math mastery: 82%, Science |

					Mastery: 53%. AYP: 100%. Criteria Met

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. Rigorous week long ramp up prior to the start of the new school year.	Instructional Coach	July 2012
2. Partnering novice teachers with veteran staff	Principal , Professional Development Facilitator, and Instructional Coach	On-going (August 2012-June 2013)
3. Bi-weekly professional development with our on-site instructional coaches.	Instructional Coach	June 2013
4. Instructional coach models instructional strategies and parallel teaches with the new hires to provide in-depth, one-on-one professional development in the classroom.	Instructional Coach and Principal	June 2013

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

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

91	0	30	36	25	25	82	5	2	60
	0%	32.9 7%	39.5 7%	27.4 7%	27.47 %	90.11 %	5.49%	2.28%	65.93%

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.

PROFESSIONAL DEVELOPMENT FACILITATOR

The transformation of school sites into communities of learners has been effectively accomplished by having portions of Professional Development become school based. To accomplish this vision, a Professional Development Facilitator was selected and endorsed by the School Improvement Team. This individual received training from the appropriate areas in Professional Development that prepared her to work with teachers in the Mentoring and Induction of Novice Teachers (MINT) Program and the Master In-service Plan. She serves as that integral liaison between the Professional Development Department and TLAE.

The Professional Development Facilitator assumes two major roles in the school. She oversees and assists in the Mentoring and Induction of Novice Teachers (MINT) Program and serves as the school-site in-service liaison. In addition, the PDF assists in coordinating school improvement plans, collaboratively designing professional development opportunities for colleagues based on identified school improvement objectives, and functions as a conduit of information on professional development opportunities.

TEACHER INDUCTION PROGRAM

The purpose of the Mentoring and Induction of Novice Teachers (MINT) Program is to provide a supportive, structured program that assists in teacher retention and fosters growth and commitment to excellence in teaching.

SELECTION CRITERIA FOR MENTOR

1. The mentor has a minimum of three (3) years experience.
2. The mentor is a highly skilled classroom teacher with high expectations for students.
3. The mentor is willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.
4. Whenever possible, the mentor is at the same grade level/subject as the new teacher.
5. The mentor has been trained in Clinical Educator Training (CET) and the formative process of the Florida Performance Measurement System.
6. The mentor's classroom is located near the new teacher's classroom whenever possible.

At TLAE, the mentor meets with the new teacher weekly at scheduled times during the first semester. Following the first semester, they meet no less than once a month for the remainder of the school year. The mentor also attends the Mentoring and Induction of Novice Teachers (MINT) Program and mentor meetings. They observe the new teacher using the Collaborative Assessment for Teachers (CAST) Program and/or CET instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support.

Another role that the mentor has is to work with the new teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, set up and management of the classroom, and plan for instruction and assessment. They visit the new teacher's classroom for the purpose of providing assistance, they maintain a log of all meetings with the new teacher, assist in the development of the new teacher's Action Plan, and advise the principal on the teacher's progress and assist in implementing the principal's requests.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Summer Meide	Cynthia Carey	Ms. Carey has been reassigned to teach kindergarten. Ms. Meide is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the

			Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Amy Abbatiello	Heather Jarvis	Ms. Jarvis is a new teacher to Twin Lakes with limited experience teaching kindergarten. Ms. Abbatiello is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	

Marla Hamela	Nicole Thorp	Ms. Thorp is a third year teacher, but with limited experience in kindergarten. Ms. Hamela is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	
Jana Dankelman	Tracey Wesley	Ms. Wesley has been recently reassigned to first grade. Ms. Dankelman is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	

Pam Cooper	Jim Naccarato	Mr. Naccarato has been recently reassigned to second grade with limited experience in teaching primary grades. Ms. Cooper is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	
Dee Roland	Myra Harris	Ms. Harris has been recently reassigned to second grade. Ms. Roland is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	

Kathy Frederick	Natasha Milliken	Ms. Milliken has been recently reassigned to second grade. Ms. Frederick is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	

Jodie Underwood	Erin Kitchens	Ms. Kitchens is new to teaching third grade at Twin Lakes. Ms. Underwood is CET trained and her students have shown growth in reading and mathematics as reflected by the DCPS Benchmarks and the FCAT 2.0 Reading and Math learning gains and proficiency levels.	

Jacki Presnick	Daniel Edwards	Mr. Edwards is new to teaching third grade at Twin Lakes. Ms. Presnick is CET trained and her students have shown growth in reading and mathematics as reflected by the DCPS Benchmarks and the FCAT 2.0 Reading and Math learning gains and proficiency levels.	

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A

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

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS/RtI Leadership Team.

Denise Robertson – Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Melanie Denny – Assistant Principal: Assists the principal in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Susan Beauchamp – School Counselor and Foundations Team Chair: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Pam Cooper – Primary General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Hope Morgan – Intermediate General Education Teacher/RtI Facilitator: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Karen Kobylarz - Exceptional Student Education (ESE) Teacher, Inclusion Facilitatort: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Marcia Rivas - Instructional Coach Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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 school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team.

The SBT will use the Problem Solving Model 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 (supplemental or intensive). 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. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12-13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT2.0 scores and the lowest 25%

- AYP and subgroups

- Strengths and weaknesses of intensive programs

- Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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.

Baseline data:

- Florida Comprehensive Assessment Test (FCAT) 2.0

- Curriculum Based Measurement

- Florida Assessment for Instruction in Reading (FAIR)

- Duval County Benchmarks

- Duval County Timed Writing Assessments

- Duval County Math/Science Formatives/Summatives

- K-3 Literacy Assessment System

- Diagnostic Reading Assessment (DRA2)

- Progress Monitoring and Reporting Network (PMRN)

- Comprehensive English Language Learning Assessment (CELLA)

- Office Discipline Referrals

- Retentions

- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)

- Diagnostic Reading Assessment (DRA2)

- Duval County Benchmarks

- Duval County Timed Writing Assessments

- Duval County Math/Science Formatives/Summatives

- Progress Monitoring and Reporting Network (PMRN)

- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)

- Florida Comprehensive Assessment Test (FCAT) 2.0

- FCAT Writes

- Florida Assessment for Instruction in Reading (FAIR)

- Diagnostic Reading Assessment (DRA2)

- Duval County Math Assessment (post tests)

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during SY12-13.

The school-based RtI/Inclusion Facilitator 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, MTSS/RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities

- Classroom Observations

- Collaborative Planning

- Analysis of Student Work

- Book Study

- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Continuous monitoring :

- Data

- Classroom best practices

- Surveys of teachers/students

- In-class support for teachers

- On-going professional development

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Denise Robertson – Principal

Marcia Rivas – Instructional Coach

Pamela Cooper – Literacy Team Chairperson

Patricia Strain

Kathy Frederick

Korry VanWagoner

Judy Strumlauf

Karen Kobylarz

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

In support of the district's reading goals and our school based reading goals, we have established a monthly vertical literacy team whose purpose is to review data and to assist us in aligning our school with the DCPS Comprehensive K-12 Reading Plan and the reading initiative: Read it Forward Jax!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.

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.

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

- Increased silent sustained reading

- Formal vocabulary instruction during Skills Block (K-5)

- School wide K-5 FCIM.Response to Intervention time built into master schedule to provide for differentiation in the reading curriculum.

- Provide professional development and support for literacy instruction through staff participation in Foundations of Reading 101, Reading content workshops, and Academy of Reading.

- Facilitate professional development (in-house) on unpacking reading standards at each grade level. Team will facilitate professional development on incorporating reading strategies utilizing Webb's Depth of Knowledge.

- School-wide focus on two subgroups (African American and Economically Disadvantaged) that did not make AYP in reading through before/after school tutoring.

- Sponsor and facilitate Literacy Family Fun Night and Read-a-thon Activities.

- Principal's Book Club (Grades 2-5), Literacy Coach's Book Club (Grades 2-5), and a Parents' Book Club each nine weeks

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.

*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.

PART II: EXPECTED IMPROVEMENTS

<u>Reading Goals</u>

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

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

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages	1A.1. School wide K-5 Response to Intervention time is built into our daily schedules to provide for differentiation in the reading curriculum. School wide K-5 use of graphic organizers with rigor in vocabulary.	1A.1. RTI Leadership Team, Classroom Teachers, Administration	1A.1. Classroom visits during FCIM/RTI time. Focus Walks, FCIM/RTI Plans	1A.1. District Benchmark, Core Assessments, DRA, Summatives		
Reading Goal #1A: *In 2013, 30% (93) of all 3rd, 4th, and 5th graders will achieve proficiency (FCAT Level 3) in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20% (114)	*20% (93)*					

		1A.2. Students lack of reading stamina.	1A.2. Students will participate in daily independent reading activities using a combination of appropriate leveled text (independent and higher text complexity) and will be required to read 30-45 minutes at home.	1A.2. Classroom teachers/students	1.2. Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair.	1.2. Readers' Response Journals, Book Logs, and teacher conference
		1.3. Lack of parental involvement in the intermediate grades. Parents not utilizing communication tools provided by the school.	1.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	1.3. Classroom teachers, and administration Agenda Planners, student-led conferences, and portfolio celebrations. Performing Arts nights (PTA monthly performances)	1.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	1.3. Administration will use OnCourse to track the number of parents logging on to view grades
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		

| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. | 2.1. Students need more differentiated and small group instruction by the classroom teacher. | 2.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2011-2012 FCAT data (literary analysis-fiction and nonfiction, informational text/ research process, and constructs meaning from informational text). | 2.1. Teachers and administration 2.1. Increased DRA scores, moving students through gradient of text. | 2.1. Increased DRA scores, moving students through gradient of text | 2.1. DRA and Houghton Mifflin Core Curriculum | | |

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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, 60% (279) of all 3rd, 4th, and 5th graders will achieve proficiency (FCAT Level 4and above) in reading.						
	42%(242)	60%(279)				
		2.2. Students not challenged in levels of complexity based on Webb's Depth of Knowledge	2.2. Teachers will use higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2.2. Classroom teachers	2.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations	2.2. DRA II , Houghtom Mifflin Core Assessments, district assessments
		2.3. Lack of parental involvement in the intermediate grades. Getting parents to utilize communication tools provided by the school.	2.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2.3. Classroom teachers, and administration.	2.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	2.3. Administration will use OnCourse to track the number of parents logging on to view grades

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

Based on the analysis of student 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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3A. FCAT 2.0: Percentage of students making learning gains in reading.	3.1. Students need more differentiated and small group instruction by the classroom teacher.	3.1.. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	3.1.Classroom Teacher	3.1.Increased DRA scores, District Benchmark data and moving students through gradient of text.	3.1.DRA2 and District Benchmark data		
Reading Goal #3A:

In 2013, 80% (372) of all 3rd, 4th and 5th graders will make Learning Gains in Reading. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 73%(399) | 80%(372) | | | | | |

		3.2. Teachers planning lessons based independent reading level instead of instructional reading levels.	3.2.Teachers will utilize DRA2 Focus for Instruction to meet students needs and plan enrichment activities.	3.2.Classroom teachers and Principal	3.2 Students will be able to read and comprehend text at increased DRA levels. Increased student scores will be reflected on teacher made/core materials assessments and teacher observations.	3.2.DRA2, Houghton Mifflin Core Assessments and district assessments	
		3.3. Frequent absences, tardies or early dismissal hinders student growth.	3.3. Incentives will be provided to students to promote attendance.	3.3.Administrator	3..3.Increased attendance.	.3.Attendance records via Oncourse.	
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages.	4.1. Develop a Focus Calendar to target specific FCAT benchmarks and use this data to differentiate instruction to target comprehension and vocabulary skills.	4.1. Classroom Teachers	4.1.Teacher will administer pre and post test for each FCAT benchmark and use the data to plan for additional instruction.	4.1. FCIM Pre and Post-Test		

Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, 75% (87) of all 3rd, 4th and 5th graders in the bottom quartile will make learning gains in Reading.						
	68%(97)	*75%(87)*				
		4.2. Students lack of reading stamina.	4.2. Students will participate in daily independent reading activities using appropriate leveled text and be required to read 30-45 minutes at home	4.2. Classroom teacher-students	4.2. Teachers will require students to show evidence of reading strategies during independent reading, reader's response journals, conferencing and author's chair. Teacher will monitor independent reading by using a book log.	4.2. Reader's Response Journals, Book Logs, Teacher Conference notes
		4.3 Lack of instructional time.	4.3. Students will receive additional remediation and support during a daily 15 minute block of FCIM instruction.	4.3. Classroom/ESE Teachers	4.3. Teachers will monitor and assess students' growth by providing an oral or written assessment biweekly.	4.3. Houghton Mifflin Soar to Success, Great Leaps, Houghton Mifflin Tool Kit, Reading Mastery (ESE students), Destination Reading and Houghton Mifflin Intervention Kit.

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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	

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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	74%	77%	79%	81%	84%	86%
<u>Reading Goal #5A:</u> *In 2013, 77% (358 students) will achieve the Annual Measureable Objectives of reading performance targets as measured by the FCAT 2.0.*							
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: 137 Hispanic: Asian: American Indian: Disconnect between home and school.	5B.1 Continue and expand Reading Buddies Program increasing comprehension and fluency to practice the use of comprehension strategies.	5B.1. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.1. Classroom observation, Guided Reading lesson plans, Data Notebooks		
Reading Goal #5B: *In 2013, 80% of students in the Black subgroup (109 students) will make learning gains in Reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	77% White: Black:121 Hispanic: Asian: American Indian:	*80%* White: Black:109 Hispanic: Asian: American Indian:				
		5B.2. Students who have a long bus ride to and from school often get bus referrals and are suspended from the bus. Because their parents don't have reliable transportation.	5B.2. Increase emphasis on word study and vocabulary development incorporating word wall discussion from read aloud materials	5B.2. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.2. Classroom observation, Guided Reading lesson plans, Data Notebooks
		5B.3. Students with limited vocabulary may score low on comprehension questions in reading due to issues with vocabulary misconceptions.	5B.3 Research-based focused vocabulary instruction (K-5) during Skills Block.	5B.3. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.3. Classroom observation, Guided Reading lesson plans, Data Notebooks

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.		

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Reading Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		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:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		

5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Student time off task when or if students are suspended from bus and can't attend school during suspension time.	5E.1 Continue and expand Reading Buddies Program increasing comprehension and fluency to practice the use of comprehension strategies.	5E.1. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5E.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.1. Classroom observation, Guided Reading lesson plans, Data Notebooks		

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Reading Goal #5E: *In 2013, 80% of students in the Economically Disadvantaged subgroup (261 students) will make learning gains in Reading*						
	76% (217)	*80% (261)*				
		5E.2. Students from Economically Disadvantaged homes do not often have curriculum materials available to them at home for homework or practice.	5E.2. Increase emphasis on word study and vocabulary development incorporating word wall discussion from read aloud materials	5E.2. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5E.2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.2. Classroom observation, Guided Reading lesson plans, Data Notebooks

| | | 5E.3. Students from Economically Disadvantaged homes do not often have curriculum materials available to them at home for homework or practice. | 5E.3 Increase independent reading stamina during Reading Workshop. | 5E.3. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian) | 5E.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings | 5E.3. Classroom observation, Guided Reading lesson plans, Data Notebooks | |

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

Common Core Standards	K-5	Assistant Principal/ Principal/ Instructional Coach	School-wide	June 7, 2013	Implementation of Standards. Lesson plans	Administration
FCIM/RTI	K-5	RTI Leadership Team/Principal	School-wide	September 12, 2012 Early Release Days	FCIM Focus Calendars	Administration
Cross Grade Level Meetings	K-5	Grade Level Chair	School-wide	Early Release Days	RTI Notebooks, Focus Walks Lesson Plans, Grade Level Agendas/ minutes	Grade Chairs Administration
Increase students' higher-level thinking skills and depth of knowledge.	K-5	Instructional Coach and PLC Grade Level Leaders	Literacy Committee Individual grade level teams	Weekly Grade Level meeting Bi-monthly Early Release Professional Learning Committee Meeting	Review Lesson Plans/Formative assessment results during PLC meeting Monitoring forms	Leadership Team Grade Level Teams (self reflect)
Academy of Reading	3 primary, 1 intermediate teacher commitment of training through the Schultz	Instructional Coach	Year 1: K, 1, and 5	Literacy Committee Meetings Nov. 2, Jan. 11, Feb.1, Mar. 1, and May 10	Participants will do 2 things: 1) Complete a Task and Transfer that includes a task to do w/ their students, and 2) Transfer their learning to another group (grade level, subject, team, and/or faculty) at a faculty meeting or PLC	Instructional Coach

Reading Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase students' knowledge and skills focusing on essential questions, details and facts, plot development, and vocabulary/word study.	Book of the Month	School and Business Partners	$600.00
Increase independent reading	Provide reading recognition and awards	School and SAC	$687.50
Subtotal:$1,287.50			
Total: $1287.50			

End of Reading Goals

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. Parents speak to students at home in native language.	1.1. Use www.trnsact.com for all home-school communication.	1.1.Classroom teacher/ school ESOL Coordinator	1.1. Parent-teacher conference notes	1.1. 2013 CELLA Test results End of the Year evaluation by LEP Committee
CELLA Goal #1: *In 2013, 62% (37) of all ESOL students tested will achieve proficiency (FCAT Level 3) in reading and the listening/speaking portion of the CELLA.*	2012 Current Percent of Students Proficient in Listening/Speaking: *59% (36).*				

		1.2. Communication between parent and teacher is not fluid due to language barriers.	1.2. Use www.trnsact.com for all home-school communication.	1.2. Classroom teacher/ school ESOL Coordinator	1.2.Parent-teacher conference notes	1.2. . 2013 CELLA Test results End of the Year evaluation by LEP Committee
		1.3. Excessive absences and tardies	1.3. Recommend student attend ESOL Center school	1.3.District ESOL Office	1.3. . OnCourse Attendance system	1.3. OnCourse Attendance system
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. Parents speak to students at home in native language.	2.1. Use and document appropriate ESOL instructional strategies	2.1.Classroom Teacher, School ESOL Coordinator, and Principal	2.1. Lesson Plans (OnCourse) and anecdotal notes in Data Notebooks	2.1.2013 CELLA Test results End of the Year evaluation by LEP Committee	
CELLA Goal #2: *In 2013, 34% (20) of all ESOL students tested will achieve proficiency (FCAT Level 3) in reading and in the reading portion of the CELLA.*	2012 Current Percent of Students Proficient in Reading:					
	31% (19)					
		2.2. Communication between parent and teacher is not fluid due to language barriers.	2.2.Place students in appropriate grade level following the Student Progression Plan	2.2.Instructional Coach and School ESOL Coordinator	2.2.Placement assessments (FAIR, DRA2, and DCPS Benchmarks)	2.2.2013 CELLA Test results End of the Year evaluation by LEP Committee

		2.3. Excessive absences and tardies	2.3.Monitor attendance monthly	2.3.School ESOL Coordinator and Classroom Teacher	2.3.OnCourse Attendance System	2.3. OnCourse Attendance system

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.	3.1. Parents speak to students at home in native language.	3.1. Use and document appropriate ESOL instructional strategies	3.1.Classroom Teacher, School ESOL Coordinator, and Principal	3.1. Lesson Plans (OnCourse) and anecdotal notes in Data Notebooks	3.1.2013 CELLA Test results End of the Year evaluation by LEP Committee	
CELLA Goal #3: *In 2013, 34% (20) of all ESOL students tested will achieve proficiency (FCAT Level 3) in writing and on the writing portion of the CELLA.*	2012 Current Percent of Students Proficient in Writing :					
	31% (19)					
		3.2. Communication between parent and teacher is not fluid due to language barriers.	3.2.Place students in appropriate grade level following the Student Progression Plan	3.2.Instructional Coach and School ESOL Coordinator	3.2.Placement assessments (FAIR, DRA2, and DCPS Benchmarks)	3.2.2013 CELLA Test results End of the Year evaluation by LEP Committee
		3.3. Excessive absences and tardies	3.3.Monitor attendance monthly	3.3.School ESOL Coordinator and Classroom Teacher	3.3.OnCourse Attendance System	3.3. OnCourse Attendance system

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
www.trnsact.com	System that transposes all communication into parents' native language.	Undetermined	$0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$0			

End of CELLA Goals

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					

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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		

1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of mathematics content knowledge of teachers, especially the high percentage of teacher at our school who have been only teaching 1-5 years.	1A.1. Establish model classrooms for math in each grade level. Provide professional development through the following means: sending teachers to Foundations of Math 101, Math Content Workshops and Academy of Math at the district level; providing in-house training sessions on math topics such as: NGSSS CCSS, cognitive complexity, FCAT Test Specifica tions, and conceptual math. Also	1A.1. Classroom Teachers, Administration	1A.1. Workshop participants will be required to report out at a faculty meeting and share what they learned. There should be evidence in their classroom of their training (use of monitoring forms, changes and/or improvements in lesson plans, use of best practices, strategies, etc.). Debrief with teachers who observe in model classrooms and determine next steps for their classroom and practice.	1A.1. Lesson plans, informal observations, benchmarks, and conversations.		

		provide time to observe in model math classrooms at our school.					
Mathematics Goal #1A: *In 2013, 25% (116) of all 3rd, 4th and 5th grade students will achieve proficiency (Level 3) in Mathematics.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26%(149)	*25%(116)*					
		1A.2. Students in need of interventions and remediation.	1A.2. RTI (FCIM) provided on a daily basis in math for students who are at-risk.	1A.2. Principal Teacher Tutor	1A.2. Quick Checks, Exit Slips	1A.2. FCAT. Benchmarks, PMA's, Core Assessments.	
		1A.3. Attendance, parent involvement.	1A.3. Courtesy call to parent, e-mail, website, agenda, refer to guidance. Parent/teacher/student conferences.	1A.3. Classroom Teacher/ Administrator	1A.3. Improved Student Attendance, improved parent initiated communication.	1A.3. Oncourse. Student progress	

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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.	
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		

2A. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2.1 High performing students do not receive differentiated instruction that provides enrichment and rigorous instruction.	2.1 Increase the questioning to moderate and high level questions; Projects assigned to promote high level critical thinking	2.1 Principal Teachers	2.1 Journals, Active participation activities,	2.1 FCAT, Benchmarks, PMA's, and Core Assessments		
Mathematics Goal #2A: *In 2013, 50% (232) of all 3rd, 4th and 5th grade students will achieve proficiency (Levels 4 and 5) in Mathematics.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%(216)	*50%(232)*					

		2.2. Learning and implementing the new math standards and math series	2.2. School/District Training, PLC's. Focus Walks, Peer Observation. Reflective teaching.	2.2. Classroom Teacher/ Administrator	2.2. Student Achievement on School/District Assessments	2.2. School/District Assessments, teacher observations.	
		2.3 Acquiring additional Research Based Enrichment Materials	2.3 Purchase additional materials through various resources.	2.3 Administration	2.3 Classroom teachers will monitor increased student performance	2.3 School/ District Assessments that show high performance.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student 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.	3.1 Students in need of interventions and remediation.	3.1 FCIM provided on a daily basis in math for students who are at-risk. Provide tutoring for identified "bubble" students.	3.1. Classroom Teacher and SAI funded after-school tutors	3.1 Quick Checks, Exit Slips	3.1 FCAT. Benchmarks, PMA's, Core Assessments		
Mathematics Goal #3A: *In 2013, 70% (325) of students will make learning gains in mathematics.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65%(371)	*70%(325)*					

		3.2. Lack of focus on benchmarks vs. learning schedules.	3.2. School/District Training, PLC's. Focus Walks, Peer Observation. Reflective teaching.	3.2. Classroom Teacher/ Administrator	3.2. Student Achievement on School/District Assessments	3.2. School/District Assessments, teacher observations.	
		3.3. Instructional time and time management.	3.3. Clock/Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines	3.3. Classroom Teachers	3.3. Peer observation, videotaping	3.3. Lesson plans, observations	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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.	4.1. Lack of understanding of math concepts/ motivation	4.1. Interesting performance based activities using manipulatives, small group/ one-on-one instruction, peer tutoring, and Xtramath.org	4.1. Classroom teacher, ESE teachers	4.1. Student improvement on assessments/test scores. Math Journal writing that demonstrates student understanding of concept or skill.	4.1. Various assessments, evaluation of math journals, progression of increased scores on core curriculum assessments, and Xtramath.org reports.		
Mathematics Goal #4A: *In 2013, 70% (81) of students in the Lowest 25% will make learning gains in mathematics.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	68%(97)	70%(81)					

		4.2. Lack of focus on benchmarks vs. Learning Schedules.	4.2. School/District Training, PLC's. Focus Walks, Peer Observation and Reflective teaching.	4.2. Classroom Teacher/ Administrator	4.2. Student Achievement on School/District Assessments	4.2.. Benchmark Data using Inform	
		4.1 A lack of students' number sense in the lowest FCAT reporting category (55%)	4.1. Building students' number sense through the use of Interactive Math Skills Block, Math Investigations, Xtramath.org, and Tier II and Tier III interventions.	4.1. Principal, Instructional Coaches,

Classroom Teachers | 4.1. Informal classroom observation and Tiered graphs using Inform | 4.1. FCAT, Formative Assessments, Benchmark Assessments, Teacher Observation, anecdotal notes, Tier II and Tier III graphs | |
| **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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Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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**	**73%**	**76%**	**78%**	**81%**	**83%**	**86%**

Mathematics Goal #5A:							
In 2013, 77% (358 students) will achieve the Annual Measureable Objectives of mathematics performance targets as measured by the FCAT 2.0.							
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:137 Hispanic: Asian: American Indian: Disconnect between school and home.	5B.1 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5B.1. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5B.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.1Classroom observation, lesson plans, Benchmarks, Data Notebooks		

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2013, 80% of students in the Black subgroup (109 students) will make learning gains in Math.							
	73% White: Black:136 Hispanic: Asian: American Indian:	*80%* White: Black: 109 Hispanic: Asian: American Indian:					
		5B.2. Student time off task when or if students are suspended from bus and can't attend school during suspension time.	5B.2 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5B.2. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5B.2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.2Classroom observation, lesson plans, Benchmarks, Data Notebooks	
		5B .3.Students with limited math vocabulary may score low on problem-solving questions in math due to issues with vocabulary misconceptions.	5B.3 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5B.3. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5B.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.3Classroom observation, lesson plans, Benchmarks, Data Notebooks	

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.Children in poverty, in general, enter school with fewer words in their math vocabulary than children in middle class families.	5E.1 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5E.1. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5E.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.1Classroom observation, lesson plans, Benchmarks, Data Notebooks		

Mathematics Goal #5E: *In 2013, 80% of students in the Economically Disadvantaged subgroup (261 students) will make learning gains in Math*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	76% (198)	80% (261)				
		5E.2. Student time off task when or if students are suspended from bus and can't attend school during suspension time.	5E.2 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5E.2. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5E2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.2Classroom observation, lesson plans, Benchmarks, Data Notebooks

		5E.3. Students from Economically Disadvantaged homes do not often have curriculum materials available to them at home for homework or practice.	5E.3 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5E.3. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5E.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings

End of Elementary School Mathematics Goals

Mathematics Professional Development

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

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

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

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Strategy	Grade	Facilitator	Participants	Target Dates	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Unpacking the NGSSS	3-5	Administration	All grade 3-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers
Unpacking the CCSS	K-5	Administration	All grade K-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers
FCIM in Math	K-5	RTI Leadership Team	School-wide	Early Release	Designated time to RTI, Lesson Plans and, Focus Walk	Administration and teachers
Academy of Math	K-5	District Personnel	Primary Teacher & Intermediate	District Scheduled	Reporting back to school and redelivering content	Administration and teachers
Mathematics Book Study	K-5 Math SIP Team	Instructional Coach	K-5 Math SIP Team	First week of every month	Book study for content area learning—Common Core Mathematics in a PLC at Work Grades K-2 and Grades 3-5 - Kanold	Math SIP Team Chair and administration

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mimioteach bars in all classrooms	Mimio Teach/Bote	PTA sponsored fundraisers	
TDE for Mimio "experts"	TDE (1 day) K-5	Undetermined	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Academy of Mathematics	Funding to send participants from primary and intermediate grades who run monthly Teacher Meeting sessions	Undetermined	
Mathematics Book Study	Book study for content area learning—Common Core Mathematics in a PLC at Work Grades K-2 and Grades 3-5 - Kanold	Undetermined	$800.00
Subtotal:$800.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $800.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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* 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. Students entering the fifth grade lacking knowledge in the scientific method.	1A.1. Consistent use of science data books and journals to help students analyze clear up misconceptions.	1A.1.Classroom Teacher	1A.1. Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments.	1A.1. Performance Task and Progress Monitoring Assessments		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
35% (63) of all 5th graders will achieve proficiency (FCAT Level 3) in Science.						
	26%(47)	35%(63)				
		1A.2. Teachers being new to the grade level and lack of knowledge in the content area and standards.	1A.2. Consistently teaching science using the 5E instructional model, through consistent use of hands-on laboratory experiments.	1A.2.Classroom Teachers	1A.2. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals.	1A.2. District wide benchmark test, Progress Monitoring Assessments
		1A..3. Teachers will unpack the benchmarks. Science VLC will focus on scientific processes and analysis of data.	1A.3. Instructional Materials being used effectively and with fidelity throughout the **school** year. Weekly use of hands on laboratory experiences to help increase scientific concepts.	1A.3.Classroom Teachers and Science Vertical Learning Community	1A.3. Focus Walks, Classroom Observations by Administration, Progress Monitoring of Assessments	1A.3Benchmark Scores, PMA's, Core Assessments

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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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Teachers being new to the grade level and lack of knowledge in the content area and standards.	2A.1. Consistently use the 5E instruction model, through consistent use of hands-on laboratory experiments.	2A.1. Classroom Teacher	2A.1. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals	2A.1. District wide benchmark test, Progress Monitoring Assessments	
Science Goal #2A: *50% (71) of all 5th graders will achieve proficiency (FCAT Level 3) in Science.*	2012 Current Level of Performance:* *25%(45)*	2013Expected Level of Performance:* *50%(71)*				
		2A.2. Lack of Parental Involvement	2A.2. Teachers will provide at home labs focusing on the scientific process within each strand. Fourth and fifth graders will produce individual science fair projects for the school wide science fair.	2A.2. Classroom Teachers and Parents	2A.2. Students will complete a lab sheet through successful completion of the at home lab. Individual student projects will meet the requirements of the scientific method.	2A.2. Scott Foresman Science Curriculum, County Approved Science Fair

		2A.3. Students entering the fifth grade lacking knowledge in the scientific method	2A.3 Consistent cross grade level use of science data books and journals to help students clear up misconceptions.	2A.3 Classroom Teachers	2A.3. Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments.	2A.3 Performance Task and Progress Monitoring Assessments	
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Scientific Processes	K-5	Instructional Coach, Academy of Science Participants	School-wide	November 2012	Focus Walk	Science VLC/ School Administration
Academy of Science	K-5	District Personnel	Primary Representative Intermediate Representative	Ongoing 2012-2013 Monthly meetings	Redelivery of materials, Focus Walks, Lesson Plans and classroom observations	Science VLC//School Administration
Science Standards/ 2.0 Benchmarks	K-5	Instructional Coach, Academy of Science Participants	All Science teachers	Twice Monthly Teacher Meetings (K-5)	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach, Academy of Science Participants

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Webb's Depth of Knowledge/Test Item Complexities	K-5	Instructional Coach, Academy of Science Participants	All Science teachers	Twice Monthly Teacher Meetings (K-5)	FCAT 2.0, District Benchmarks, Formative Assessments	Principal, Instructional Coach, Academy of Science Participants
Gizmos Training	3-5	Technology Coach, Academy of Science Participants	All Science Teachers 3-5	Faculty Meetings	Classroom Observation	Principal, Academy of Science Participants, Classroom Teachers

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
5 E Model of Science Instruction	Implement with fidelity the 5 E model (engage, explore, explain, extend, and evaluate) of classroom instruction for the teaching of science (inquiry based).		$0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Incorporate use of GIZMOS Grades 3-5	Inquiry based interactive tool used to enhance science instruction in the classroom		$0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Webb's Depth of Knowledge	Professional Development to increase teacher understanding of content and pedagogy		$0

District Level – Academy of Science	TDE Coverage for Professional Development to attend Academy of Science and other district level science workshops	10000	$1,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase science proficiency	Provide science recognition and awards	School and SAC	$670.00
Subtotal:$1,670.00			
Total:$1,670.00			

End of Science Goals

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. Time for teachers to collaborate during the school day.	1A.1. Implement resource schedule which allows time for built-in collaboration.	1A.1. Principal and Administration	1A.1. Teacher/administration chats will take place after each administration of district writing prompts. Teachers and students will have bi-weekly data chats during Guided Writing sessions.	1A.1. Grade level monitoring form will be turned in to administration.		

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Writing Goal #1A: *90% (135) of all 4th graders will achieve proficiency (FCAT Level 3.0 or higher) in Writing.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	85%(157)	90%(135)				
		1A.2. Lack of understanding of how to utilize the 4th grade FCAT scoring rubric.	1A.2. Peer partnerships will be established among teachers to improve the accuracy of scoring student writing. Teachers will score 20% of a random sampling of their partner's student work	1A.2. Classroom teachers and administrative team	1A.2. Teacher/administration chats will take place after each administration of district writing prompts	1A.2. Grade level monitoring form will be turned in to administration.
		1A.3. Lack of understanding of how to teach the process of revising and editing.	1A.3. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.	1A.3. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.	1A.3. Classroom Teachers and administration	1A.3. Teacher/administration chats will take place after each administration of district writing prompts. *Progress monitoring of district writing prompts
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	

Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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
Use of Florida Writes Rubric and Anchor Papers for scoring writing.	4th grade	Administration	4th grade teachers	January 11, 2013	District Writing Prompt Results	Teachers/Administration
Teaching the process of revising and editing	K-5th grade Classroom Teachers	ELA 3rd-5th grade; All primary teachers	K-5 Teachers	January 11, 2013	Student work/Portfolios	Teachers/Administration
Alignment of K-5 pacing of spelling, language and mechanics	K-5	Literacy Team	All Writing Teachers	Reading council meeting, Teacher Meetings	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach , Literacy Team

(development or PLC activity.)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$0			

End of Writing Goals

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 Lack of parental support and lack of understanding the importance of every day instruction and the impact absenteeism has on student's academic performance	1.1 Increase involvement of parents in education, increase communication with problem families, referrals to district truant officers and RTI Team	1.1. Administration Guidance Counselor	1.1. The attendance clerk will monitor the attendance using OnCourse and notify staff.	1.1. Attendance Records		

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Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
In 2013, 70% (708) of students will be present for at least 165 days.							
	65% (805)	70% (708)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	30% (356)	28% (284)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	10%(186)	8%(81)					
		1.2. Students who feel disconnected due to low level bullying or feel they are not liked by their peers or teachers.	1.2. All teachers will implement the district Second Step Bullying Curriculum. Greater attention will be given to these students to ensure they feel welcomed and connected	1.2.Classroom Teachers/ Guidance Counselor/ Attendance Clerk/ Administration	1.2. The attendance clerk will monitor the attendance using OnCourse.	1.2. Attendance Records Review of Lesson Plans	

		1.3. Student who arrive late due to parents personal issues.	1.3. To provide parent workshops on attendance regarding the impact absenteeism has on student achievement.	1.3. Administration Guidance Counselor	1.3. The attendance clerk will monitor the attendance using OnCourse	1.3. Attendance Records	

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
Absenteeism	K-5	Administration	School-wide	Teachers will work with students on attendance goals	Teachers will work with students on attendance goals	Administration
Second Step Training	K-3	Teachers New to TLAE	All teachers	December 2012	Lesson Plans	Guidance Counselor
OnCourse reports review	K-5	Various	School-wide	Grade level meetings	OnCourse Attendance Reports	School Leadership Team
				Foundations Team Mtgs.		Foundations Tean

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Attendance incentives	Provide attendance recognition and awards	School and SAC	$670.00
Subtotal:			
Total:$0			

End of Attendance Goals

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					

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	Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Bus referrals – when students are suspended off the bus, they do not attend school due to lack of transportation	1.1. School-wide CHAMPs assemblies with bus riders and principal to establish bus riding conduct as a means of reducing bus referrals. Work with bus drivers to set clear expectations for students and how to write accurate referrals.	1.1. Principal, Assistant Principal, Classroom Teachers, Foundations Team	1.1. Monitor monthly bus referrals. Conference with parents of students receiving bus referrals to reduce the numbers to ensure student attendance.	1.1. OnCourse and Genesis to monitor student attendance		
Suspension Goal #1: _Reduce the number of students suspended in 2012 (6% or 78 students) to 5 %(50) in 2013._	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					

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	In 2012, 2 student received in-school suspension.	*In 2013, the expected number of in-school suspensions will be reduced to 1 student.*			
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School			
	Enter numerical data for current number of students suspended *in-school*	*Enter numerical data for expected number of students suspended* *in- school*			
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
	4%(57)	*2%(20)*			
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School			
	Enter numerical data for current number of students suspended *out- of- school*	*Enter numerical data for expected number of students suspended* *out- of- school*			

| | | 1.2. Lack of communication and direct instruction of school and classroom expectations | 1.2. CHAMPs, Covey's Seven Habits and School-wide Five Colors of Conduct Discipline Program.

Implement school-wide Drops in a Bucket system.

Institute school-wide weekly Class Meetings (Positive Discipline).

Implement "Positive Behavior Support" (PBS) program. Ensure African American students are represented on school leadership teams and focus groups when choosing reinforcers and determining behavior plans. | 1.2.Principal, Assistant Principal, and Classroom Teachers, Foundations Team | 1.2. Monitor monthly Conduct Incident Reports and office referrals. Conference with parents of students receiving incident reports and referrals.

Class Meeting Agendas (weekly).

Collect and analyze suspension data weekly for individual students . Determine frequency of suspensions amongst African American students. | 1.2. Genesis system for reduction in number of students receiving referrals. | |

| | | 1.3 Lack of student awareness of Foundations procedures. | 1.3 Teachers will review expectations (CHAMPS) with students during the first nine weeks of school to embed the expectation within the culture of the school. Guidelines for Success and NBE Statement of Respect will be recited daily during morning announcements as well as posted throughout the school to remind students of the expectations. Guidance Counselor and Administration will conduct classroom lessons on anti-bullying and character development. | 1.3. Administration/Teachers | 1.3 Improvement Cycle, observations, Genesis reports, behavior data | 1.3 Improvement Cycle, observations, Genesis reports, behavior data, surveys and decrease number of referrals written. | |

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

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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
CHAMPS training	All grade levels	Administration	School-wide	Pre-planning	Focus Walk to view Champs in action	Administration
Foundations Training	K-5	District Personnel	Vertical Learning Members	Monthly	Review Agendas/Minutes	Foundation Team
	K-5	Guidance Counselor	School-wide participation	Early	Class Meeting (modeling and discussion)	Principal and Guidance Counselor
Peer Mediators				Release Day and Faculty Meetings		
Covey Seven Habits		Principal	School-wide participation	Daily Morning News (WTLA) broadcast on closed-circuit TV (teacher and students)	Classroom observations	Principal and Foundations Team
	K-5				Student Leaders of the Week	
				Faculty Meeting (teachers)		

Suspension Budget (Insert rows as needed)

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

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$0			

End of Suspension Goals

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

1. Parent Involvement	1. Lack of transportation	1.1. Provide transportation in the form of a school bus to pick up from their homes and return them after school function.	1.1.Principal, PTA, and SAC	1.1. Collect participation data and survey families.	1.1. Attendance sheets for parent night activities.	
Parent Involvement Goal #1: ***Parent attendance at parent night activities in 2012 was 70 % of student population. Increase parent attendance to 80% in 2013.*** **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated*.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
	70% (825)	*80% (826)*				

		2. Time and financial constraints	1.2. Advertise all parent night activities on the school website, the school's marquee, school bi-monthly newsletter, Parent Link, and in student agenda planners.	1.2. Principal	1.2. Collect participation data and survey families	1.2. Attendance sheets for parent night activities.	
		1.3.Lack of interest to return to school after-hours due to extracurricular activities	1.3. Increase student-led activities	1.3.Principal and Classroom Teachers	1.3. Collect participation data and survey families	1.3. Attendance sheets for parent night activities.	

Parent Involvement Professional Development

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

Volunteering Guidelines and Procedures	School Wide	Volunteer Coordinator	School Wide meetings	On- going monthly meetings	Volunteer Logs and Grade Level Meetings	School Leadership PTA

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
Increase level of parent involvement in academic evening events	Literacy Family Fun Night School-wide Open House FCAT Family Fun Night Math/Science Night Wax Museum Student-led Conferences		
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:$0			

End of Parent Involvement Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Additional Goal	1.1.Time constraints	1.1.Develoop and practice procedures for school's Crisis Plan	1.1. Leadership Team Foundation Team	1.1.Observations and Drills	1.1.Emergency evacuation and monthly fire drill reports		
Additional Goal #1: *Safety goal: All stakeholders are knowledgeable of Emergency and/ or Crisis procedures.*	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	100% of faculty and staff	*100% of faculty and staff*					

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	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
Review of school's Emergency Plans	K-5	PLC Leader Foundations Team Chair Principal	School-wide meetings	Quarterly Meetings	Observations	School Leadership
Code Yellow Drill	School-wide	Assistant Principal Foundations Team	School-wide	November 16, 2012	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Foundations Team

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

| Code Red Drill | School-wide | Foundations Team | School-wide | December 6, 2012 | Observations/anecdotal notes from drill/debriefing with Foundations Team members | Foundations Team |

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:$0			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$1,287.50
CELLA Budget
Total: $0
Mathematics Budget
Total:$800.00
Science Budget
Total:$1,670.00
Writing Budget
Total:$0
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:$0
Suspension Budget
Total:$0
Dropout Prevention Budget
Total:$0
Parent Involvement Budget
Total:$0
STEM Budget
Total:
CTE Budget
Total:

Additional Goals	
	Total:$0
	Grand Total:$ 3757.50

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

- 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.
• Assist in the preparation and monitoring of the school improvement plan. • Participate in planning and monitoring of school buildings and grounds.   /.

Describe the projected use of SAC funds.	Amount
Recognition and Awards	$2,750.00