

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: West Oaks Elementary School	District Name: Orange County Public Schools
Principal: Dr. Donald Richardson	Superintendent: Dr. Barbara M. Jenkins
SAC Chair: Lashara Brown	Date of School Board Approval: January 29, 2013

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	Dr. Donald Richardson	Bachelor of Science in Elementary Education, Masters in Guidance, and Doctorate in Educational Leadership	9	27	Over the past three years West Oaks Elementary produced the following academic results: <u>School Grade B(523) 2011-2012:</u> Reading 52% High Standards, 75% Learning Gains, 81% Lowest 25% Learning Gains Math 2011-2012; 49% High Standards, 70% Learning Gains, 63% Lowest 25% Learning Gains Science 2011-2012 48% High Standards

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					<p>Writing 84% High Standards</p> <p><u>School Grade A (530) 2010-2011</u> Reading 66% High Standards, 66% Learning Gains, 70% Lowest 25% Learning Gains</p> <p>Math 2010-2011; 62% High Standards, 64% Learning Gains, 68% Lowest 25% Learning Gains</p> <p>Science 2010-2011: 39% High Standards</p> <p>Writing 95% High Standards</p> <p><u>School Grade of A(540) 2009-2010;</u> Reading 67% High Standards, 68% Learning Gains, 67% Lowest 25% Learning Gains</p> <p>Math 2009-2010:55% High Standards, 67% Learning Gains, 68% Lowest 25% Learning Gains</p> <p>Science 2009-2010: 48% High Standards</p> <p>Writing 94% High Standards</p>
Assistant Principal	Mr. Eddie Foster Jr.	Bachelor of Science in Business Administration, MS in Computer Science, Certification Educational Leadership	2	9	<p>Over the past two years West Oaks Elementary produced the following academic results:</p> <p><u>School Grade B(523) 2011-2012;</u> Reading 52% High Standards, 75% Learning Gains, 81% Lowest 25% Learning Gains</p> <p>Math 2011-2012; 49% High Standards, 70% Learning Gains, 63% Lowest 25% Learning Gains</p> <p>Science 2011-2012 48% High Standards</p> <p>Writing 84% High Standards</p> <p><u>School Grade A (530) 2010-2011</u> Reading 66% High Standards, 66% Learning Gains, 70% Lowest 25% Learning Gains</p> <p>Math 2010-2011; 62% High Standards, 64% Learning Gains, 68% Lowest 25% Learning Gains</p> <p>Science 2010-2011: 39% High Standards</p>

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					Writing 95% High Standards
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
CRT	Cicely Marks	Bachelor in Elementary Education, Masters in Educational Leadership	8	4	<p>Reading</p> <p>2011-2012; 52% High Standards, 75% Learning Gains, 81% Lowest 25% Learning Gains</p> <p>2010-2011; 66% High Standards, 66% Learning Gains, 70% Lowest 25% Learning Gains</p> <p>2009-2010; 67% High Standards, 68% Learning Gains, 67% Lowest 25% Learning Gains</p> <p>Writing</p> <p>2011-2012 84% High Standards</p> <p>2010-2011 95% High Standards</p> <p>2009-2010 94% High Standards</p>
Math	James Brown	Bachelor in Elementary Education, Masters in Reading	7	4	<p>Math</p> <p>2011-2012; 49% High Standards, 70% Learning Gains, 63% Lowest 25% Learning Gains</p> <p>2010-2011; 62% High Standards, 64% Learning Gains, 68% Lowest 25% Learning Gains</p> <p>2009-2010; 55% High Standards, 67% Learning Gains, 68% Lowest 25% Learning Gains</p>
Science	Rebecca Lott	Bachelor in Elementary Education	8	5	<p>Science</p> <p>2011-2012: 48% High Standards</p> <p>2010-2011: 39% High Standards</p> <p>2009-2010: 48% High Standards</p>
Instructional Support	Carol Garrison	Bachelor in Elementary Education, Masters in Educational Leadership	6	1	<p>Reading</p> <p>2011-2012; 52% High Standards, 75% Learning Gains, 81% Lowest 25% Learning Gains</p> <p>2010-2011; 66% High Standards, 66% Learning Gains, 70% Lowest 25% Learning Gains</p> <p>2009-2010; 67% High Standards, 68% Learning Gains, 67% Lowest 25% Learning Gains</p>

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
All teachers at West Oaks Elementary are highly qualified and certified in their subject area(s). Teachers are recruited, interviewed, and hired based on the Orange County Public School recruitment, screening, and hiring procedures. To retain highly qualified teachers, to assist in effective teacher instruction, and to monitor student progress, West Oaks Elementary provides extensive staff development opportunities as well as additional curriculum resources and materials as needed. Teacher effectiveness is observed, monitored, and supported with regular classroom visits and walk-throughs by school administration.	Principal/AP/Support Personnel	Ongoing
1.		
2.		
3.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
.04 % (2) Less than an effective rating.	<ul style="list-style-type: none"> • Staff Development in Classroom Management. • Peer classroom observations • CHAMPS classroom Management System follow-up

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
45	2% (1)	31%(14)	49%(22)	20%(9)	40%(17)	95% (43)	2%(1)	5%(2)	88%(38)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Susan Garcia	Ms. Sahadeo	Ms. Garcia is a veteran teacher with 5 years of teaching experience. Ms. Garcia has served as the Fifth Grade Instructional Team Leader for the past 2 years. Ms. Garcia also has a strong hold on curriculum and classroom management.	The mentor and mentee will meet on a weekly basis as part of the professional learning community model. The mentor and mentee will discuss best practices and evidence-based learning strategies as part of the intense focus on student achievement for all areas of the core curriculum. The mentor will also be provided with opportunities to observe the

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			mentee's instructional techniques. The mentee will also be provided with opportunities given release time to observe the mentor and other highly effective teachers throughout the grade level. Time will be provided following observations for questions, feedback, coaching and planning. The Reading Coach, Math Coach, and Writing Coach will provide model lessons using reading, writing, and math strategies. The CRT will provide push-in support teacher instruction and student learning during small group workshop.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

West Oaks Elementary is a Title I school providing additional federal funding to assist in the instruction of high-needs students. Title I funds are used to fund a reading coach, reading support teacher, and math coach as well as additional curriculum materials and instructional resources. All staff members and resources purchased using Title I funds are used directly for the benefit the varying needs of the identified at-risk students. Support and instruction is provided to identify students on a daily basis. A portion of our Title I funds is allocated towards the cost of staff development and parental involvement activities.

Title I, Part C- Migrant

West Oaks does not have an identified migrant population. Should this change, the services of the migrant liaison office at the district would be solicited to support the needs of such identified students.

Title III

Title III funds are used to provide support for the English Language Learner population. Services such as materials, resources, and support are provided through the district office to provide equal opportunities to all students.

Title X- Homeless

School-based personnel, with the support of the district participate in the referral process for homeless to assist in meeting the needs of the students. In addition, through donations from the community, including food, clothing, and school supplies, will help ensure students have available resources needed to be successful in school.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds are used to pay certified teachers for additional tutoring instruction outside the teacher's contracted time and outside the curriculum block schedule. Teachers work with students who are identified as at-risk student, bubble students, or as a member of the AYP subgroup.

Violence Prevention Programs

Orange County Public Schools works with Orlando Police Department and the Orange County Sheriff Department in the DARE program for 4th and 5th grade students to help prevent violence and drug use. West Oaks Elementary provides an intense focus on the 5th grade and with 4th grade on an as needed basis. West Oaks Elementary also has a SAFE Coordinator who works with the DARE officer to decrease violent behavior and the registrar to increase attendance. In addition, West Oaks Elementary has an administrative dean, program assistant to support the dean, behavioral specialist to assist students with disabilities, and a program monitor. West Oaks Elementary also is working to implement the Positive Behavior System and is a Ruby Payne trained school. The students of West Oaks participate in Red Ribbon Week Activities, Cultural Awareness programs, and life skills.

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Nutrition Programs West Oaks Elementary offers a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. In addition, West Oaks Elementary maintains a PE department that includes instruction in athletics, dance, and fitness training. Also part of our nutrition and health program is health class as part of the special area rotation. Included in such instruction is the importance of proper food choices, exercise, and the functions of the human body in regards to our health. In addition, West Oaks Elementary remains complaint with the 150 minute PE requirement,
Housing Programs N/A
Head Start West Oaks Elementary does not have a Head Start program but does a Universal Pre-K program.
Adult Education West Oaks Elementary offers Adult Graduation Equivalent classes and Adult English Speakers of Other Languages twice a week, every other week in partnership with Mid-Florida Vocational School.
Career and Technical Education N/A
Job Training N/A
Other
Title III Title III funds are used to provide support for the English Language Learner population. Services such as materials, resources, and support are provided through the district office to provide equal opportunities to all students.
Title X- Homeless School-based personnel, with the support of the district participate in the referral process for homeless to assist in meeting the needs of the students. In addition, through donations from the community, including food, clothing, and school supplies, will help ensure students have available resources needed to be successful in school.

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

School-Based MTSS/RtI Team
<p>Identify the school-based RtI Leadership Team.</p> <p>Dr. Donald Richardson - Principal; Eddie Foster Jr. - Assistant Principal; Cicely Marks - Curriculum Resource Teacher; Carol Garrison- Instructional Support Coach; Jim Brown - Math Coach; Rebecca Lott - Science Coach; Natalie Hatch - Staffing Specialist; Ms. Jones - School Psychologist</p>
<p>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?</p> <p>The team will meet bi-monthly placing a focus on CORE curriculum areas including methods of instruction, school based-curriculum, and the classroom setting to continually increase student progress. The team will focus on disaggregation of the data, instructional focus calendar, instructional pacing, differentiated instruction, prior intervention, and current interventions. In addition to the school based MTSS/RtI meetings, members of the MTSS/RtI school based team will meet with grade levels to continually assess the progress of identified students in addition to the identification of students who would benefit from the MTSS/RtI process. During the meeting process, student data will be disaggregated recognizing trends in relationship to interventions. The team will also evaluate the effectiveness of the interventions determining continual implementation or modification. The school-based leadership team members will continually monitor lesson plans during lesson plan meetings and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery of service model which addresses academic and behavior concerns. The principal and assistant principal will ensure the collection of data, data reports, and instructional plans. The curriculum resource teacher is responsible for the collection of and analysis of the data report that will be provided to the principal and assistant principal in addition to providing teachers will appropriate data and training on the disaggregation of data. The reading, math, and science coaches will provide to teacher best practices in instructional strategies in order to increase student achievement. The reading, math, and science coaches will also assist with monitoring data specific to their curriculum focus as well as modeling effective instructional strategies and providing professional development in their content area. The staffing specialist will assist in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and materials for students making minimal learning gains. Also included will be the development of necessary behavioral plans and IEP plans with the support of the school psychologist. The Curriculum Compliance Teacher will monitor the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant. The school psychologist will provide historical data on students, assessment support when determined, assessment tools to gauge student progress as a result of interventions, intervention techniques and practices, and various intervention plans.</p>
<p>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p> <p>The MTSS/RtI leadership team will meet with members of the School Advisory Council to discuss, address, draft, review, and implement the focus of the School Improvement Plan. During the meetings, the team will address the School Improvement goals and objectives not being met by identified MTSS/RtI. Based on discussion and review, instructional focus will be adjusted to include</p>

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needed professional staff development opportunities that will assist teachers with effective delivery of instruction to students.

MTSS Implementation

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

Reading: OCPS Data Warehouse, Online Data Access (if available on a student), SCANTRON Common Assessments Grades 3rd, 4th, 5th, FAIRR, EduSoft Benchmark Assessments, Imagine It Benchmark Assessments, Accelerated Reading, STAR, Study Island Math: OCPS Data Warehouse, Online Data Access (if available on a student) Edusoft Benchmark Assessment, SCANTRON Common Assessments Grades 3rd, 4th, 5th Scott, Foresman Programmatic scores, Study Island Science: EduSoft Benchmark Assessment, Scott Foresman Programmatic scores, Write Scores Science, Study Island, SCANTRON Common Assessments Grades 3rd, 4th, 5th

Describe the plan to train staff on MTSS.

At the start of MTSS/RtI at West Oaks Elementary during the 2007-2008 school year, District level MTSS/RtI staff provided MTSS/RtI training to the school-based leadership team as well as classroom teachers. The school psychologist, who serves as a member of the district RtI team, will support the reading, math, and science coach in administering orientation to new teachers not familiar with process and support training to those who have been exposed to MTSS/RtI. West Oaks Elementary School continues staff development follow-up training in working with MTSS. Our continued goal is to decrease the disproportionality of minority students in Tier II of our MTTs implementation.

Describe the plan to support MTSS.

Staff will receive ongoing professional development by school-based leadership team in regards to MTSS/RtI update services, instructional strategies, and data analysis for the current school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

West Oaks Elementary School LLT consists of the Principal, Assistant Principal, CRT, Reading Coach, Media Specialist, Science Coach, Media Specialist and Teachers.

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

The Literacy Leadership Team meets the Monthly on Wednesday each month. The team's main purpose is to create a capacity of reading knowledge for the school. The LLT collaborates and encourages a literate climate that supports effective teaching and learning. The ultimate goal is to become a catalyst for school-wide literacy change.

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

The major initiatives of the LLT this school year will be to collect and analyze data, formulate recommendations for the Reading Curriculum Team and MTSS/RtI Team, attend trainings in new strategies/content, assist with course instruction, identification of tutoring and enrichment needs, and provide a school-based support system for all faculty. It is the responsibility of the LLT to implement the School wide DBQ's (Document Based Questions) with fidelity.

Public School Choice

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

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

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

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

West Oaks Elementary does not have a Head Start program but does a Universal Pre-K program.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lacking fidelity of the core reading curriculum to FCAT 2.0 level..	1A.1. Continue to utilize Imagine It as the CORE reading curriculum and use Florida Ready in 3 rd , 4 th and 5 th grade during Walk-to-Read Intervention. -DBS's (Document Based Questions)	1A.1. School Based Leadership Team and Reading Coach	1A.1. RtI/CIM Classroom Walk Throughs (CWT) RtI	1A.1. Imagine It Programmatic Assessments Edusoft Mini Assessments
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013 34% (103) of West Oaks Elementary students will achieve a Level 3 proficiency in reading.	Based on 2012 FACT 26 % (79) achieved Level 3 proficiency in reading.	By June 2013 34% (103) of West Oaks Elementary students will achieve a Level 3 proficiency in reading.					
			1A.2. Lack of Supplementary Materials.	1A.2. Teachers will actively utilize differentiated instruction through small group instruction.	1A.2. Administrators, School-Based Leadership Team, and Reading Coach	1A.2. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	1A.2. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix
			1A.3. Teachers have difficulty with Implementing Differentiated Instruction.	1A.3. Teachers will actively utilize differentiated instruction through small group instruction. Improve coaching cycle	1A.3. Administrators, School-Based Leadership Team, and Reading Coach	1A.3. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	1A.3. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			1.A.1. Lacking Fidelity of the Core Reading Curriculum to FCAT 2.0 level..	1.A.1. Continue to utilize Imagine It as the CORE reading curriculum and use Florida Ready in 3 rd , 4 th and 5 th grade during Walk-to-Read Intervention. DBQs(Document Based Questions)	1.A.1. School Based Leadership Team and Reading Coach	1.A.1. RtI/CIM Classroom Walk Throughs (CWT) RtI	1.A.1. Imagine It Programmatic Assessments Edusoft Mini Assessments
<u>Reading Goal #2A:</u> By June 2013 33% (100) of West Oaks Elementary students will score at or above Achievement Level 4 in Reading.	<u>2012 Current Level of Performance:*</u> Based on 2012 FACT 24 % (79) scored at or above Achievement Level 4 in Reading.	<u>2013 Expected Level of Performance:*</u> By June 2013 33% (100) of West Oaks Elementary students will score at or above Achievement Level 4 in Reading.					
			1A.2. Lack of Supplementary Materials	1A.2. Teachers will actively utilize differentiated instruction through small group instruction.	1A.2. Administrators, School-Based Leadership Team, and Reading Coach	1A.2. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	2A.2. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix
			2A.3. Lack of Enrichment Materials in CORE Reading Program	2A.3. Use Florida Ready FCAT Explorer AR	2A.3. Administrators, School-Based Leadership Team, and Reading Coach	2A.3. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	2A.3. Florida Ready Assessments FACT Explorer Reports Fair Assessments AR Assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u> N/A Fewer	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Limited Availability of library books	3A.1. Continue comprehensive plan for Accelerated Reader for grades K-5 Increase incentives for students Admin will order books for classroom sets.	3A.1. Instructional Coach, Media Specialist, K-5 Teachers	3A.1. RtI/CIM Accelerated Reader reports of student points, percentages, and levels weekly	3A.1. STAR Assessment, FAIRR Results
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013 80% (242) of West Oaks Elementary students will make Learning Gains in reading.	Based on 2012 FACT 75% (226) made learning gains in reading.	By June 2013 80% (242) of West Oaks Elementary students will make Learning Gains in reading.					
			3A.2. Limited time for Teacher collaboration.	3A.2. Instructional staff will implement the Next Generation of Sunshine State Standards into their lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level. Create Lesson plans together in grade level teams during PLCs.	3A.2. School Based Leadership Team and Reading Coach	3A.2. RtI/CIM Lesson plans meetings, lesson plans Grade Level PLC	3A.2. FAIRR, EduSoft Reading Assessment, Weekly Edusoft Mini Assessments, Weekly FCAT Simulated Assessments, Student Data Matrix, and FCAT 2010
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Fewer than 10.							

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			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Difficulty Scheduling lowest 25% to embed interventions.	4A.1. Continue to utilize 45-minute Intervention block outside the 90-minute reading block for lowest 25% at risk students. Teachers will actively utilize differentiated instruction through small group instruction. Support through coaching cycle.	4A.1. Administrators, School-Based Leadership Team, and Reading Coach	4A.1. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	4A.1. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix. Edusoft Data
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013 86% (65) of West Oaks Elementary bottom 25% students will make Learning Gains in reading.	Based on 2012 FACT 81% (62) made learning gains in reading.	By June 2013 86% (65) of West Oaks Elementary bottom 25% students will make Learning Gains in reading.					
			4A.2. Difficulty collaborating for RTI Tier 2 & 3 students	4A.2. Continue Monitor progress of RtI Tier 2 & 3 students	4A.2. RtI team, classroom teachers, School based Leadership Team	4A.2. RtI Meetings Monthly, PLC Meeting	4A.2. FAIR, FCAT Simulated Assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 45%		50	54	59	63	68	73
<u>Reading Goal #5A:</u> West Oaks Elementary will increase our AMO each school year based on the specified annual target.								
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. <u>Reading Goal #5B:</u> <i>By SY1213, students subgroups will meet reading proficiency by scoring at level 3 or higher in the following percentages:</i> White: N/A Black: 54% Hispanic: 46% Asian: N/A American Indian: N/A			5B.1. Time to implement the core with fidelity	5B.1. Identify students that will participate in additional intervention and enrichment activities during designated blocks Teachers will actively utilize differentiated instruction through small group instruction Walk-to-Read Reading Intervention	5B.1. Administrators, School-Based Leadership Team, and Reading Coach	5B.1. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	5B.1. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix	
			5A.3. Lack of collaboration	5A.3. Continue Monitor progress of RtI students Staff Development Team Meetings	5A.3 RtI team, classroom teachers, School based Leadership Team.	5A.3. RtI Meetings Monthly, PLC Meeting	5A.3. FAIR, FCAT Simulated Assessments	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Lack of knowledge of the English Language	5C.1. Continue to utilize Imagine It as the CORE reading curriculum Title III After School Tutoring	5C.1. School Based Leadership Team and Reading Coach.	5C.1. Classroom Walk Throughs (CWT) Progress Monitoring	5C.1. Imagine It Programmatic Assessments
Reading Goal #5C: By June 2013, 54% (46) of all ELL students taking FCAT Reading at West Oaks Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 50% (32) of all ELL students taking FCAT Reading at West Oaks Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 54% (46) of all ELL students taking FCAT Reading at West Oaks Elementary School will score a Level 3 or above.					
			5C.2. Lack of supplementary materials	5C.2. Teachers will actively utilize differentiated instruction through small group instruction	5C.2. Administrators, School-Based Leadership Team, and Reading Coach	5C.2. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	5C.2. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix
			5C.3. Professional Development to implement computer based program	5C.3. Implement Imagine It Learning Software	5C.3. Administrators, School-Based Leadership Team, and Reading Coach	5C.3. RtI/CIM Lesson Plan Meetings, Instructional Support Meetings	5C.3. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix
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. Frequent changes in the RtI process	5D.1. Continue monitor progress of RtI Tier 2 & 3 students	5D.1. RtI team, classroom teachers, School based Leadership Team	5D.1. RtI Meetings Monthly, PLC Meeting	5D.1. FAIR, FCAT Simulated Assessments

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<p>Reading Goal #5D: By June 2013, 31% (10) of all ESE students taking FCAT Reading at West Oaks Elementary School will score a Level 3 or above.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>						
	<p>In June 2012, 50% (7) of all ESE students taking FCAT Reading at West Oaks Elementary School scored a Level 3 or above.</p>	<p>By June 2013, 31% (10) of all ESE students taking FCAT Reading at West Oaks Elementary School will score a Level 3 or above</p>						
			<p>5D.2 The need of all instructional support personal to meet class size</p>	<p>5D.2. Incorporate Inclusion/ (Consultation)</p>	<p>5D.2. Administrators, School-Based Leadership Team, and Reading Coach</p>	<p>5D.2. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings</p>	<p>5D.2. IEP Meetings (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix</p>	
		<p>5D.3. Lack of time to Implement the core with fidelity</p>	<p>5D.3. Teachers will actively utilize differentiated instruction through small group instruction</p>	<p>5D.3. Administrators, School-Based Leadership Team, and Reading Coach</p>	<p>5D.3. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings</p>	<p>5D.3. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix</p>		

<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Limited time to implement the core with fidelity</p>	<p>5E.1. Identify students that will participate in additional intervention and enrichment activities during designated blocks</p>	<p>5B.1. Administrators, School-Based Leadership Team, and Reading Coach</p>	<p>5E.1. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings</p>	<p>5E.1. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix</p>
<p>Reading Goal #5E:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>			

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By June 2013, 54% (146) of all ED students taking FCAT Reading at West Oaks Elementary School will score a Level 3 or above.	In June 2012, 50% (143) of all ED students taking FCAT Reading at West Oaks Elementary School scored a Level 3 or above.	By June 2013, 54% (146) of all ED students taking FCAT Reading at West Oaks Elementary School will score a Level 3 or above.		Teachers will actively utilize differentiated instruction through small group instruction Walk-to-Read Reading Intervention			
			5E.2 Frequent Changes In the RtI process	5E.2 Continue to monitor progress of RtI students	5E.2 RtI team, classroom teachers, School based Leadership Team	5E.2 RtI Meetings Monthly, PLC Meeting	5E.2. FAIR, FCAT Simulated Assessments
			5E.3. Time to Implement the core with fidelity	5E.3. Teachers will actively utilize differentiated instruction through small group instruction	5E3. Administrators, School-Based Leadership Team, and Reading Coach	5E.3. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan Meetings, Instructional Support Meetings	5E.3. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix

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	Grade Level/	PD Facilitator	PD Participants	Target Dates (e.g., early release)	Strategy for Follow-up/Monitoring	Person or Position Responsible

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and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	and Schedules (e.g., frequency of meetings)		for Monitoring
FAIR Data Implications	All using data	District Literacy Coach Reading Coach	Grade Levels	Oct 13/ Early Release Time	Monthly Data Meetings	Reading Coach, CRT, AP, RtI Team
Workshops/Small Group Instruction	All Differentiated Instruction	Reading Coach, CRT	Grade Level	October Team Meetings	Walk-throughs	Reading Coach, CRT, AP, Principal
Using PMRN Site	All Grades	Reading Coach, CRT	Grade Level	November Team Meetings	Walkthroughs	Reading Coach, CRT, AP, Principal
Scantron Achievement Series	Third, Fourth & Fifth	AP/ Instructional Coach	Grade Level	Monthly	Monthly Data Meetings	Reading Coach, Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Instructional Materials	Imagine-It Workbooks	Instructional Materials Budget	10,545.46
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Assessment/ Progress Monitoring	Star Reading Subscription Renewal	Targeted Assistance Dollars	923.70
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$11,469.16

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>By June 2013 West Oaks Elementary School students will achieve an increase in proficiency on listening/speaking from 42% (56) to 52% (67).</i>	2012 Current Percent of Students Proficient in Listening/Speaking:	Difficulties with the implantation of our ESOL instruction	Continue to utilize Imagine It as the CORE reading curriculum	School Based Leadership Team and Reading Coach.	Classroom Walk Throughs (CWT) Progress Monitoring	Imagine It Programmatic Assessments FAIR Assessment
	Based on the 2011-2012 CELLA assessment 42% (56) of our students received a proficient score in the area of listening/speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>By June 2013 West Oaks Elementary School students will achieve an increase in proficiency on reading from 33% (44) to 43% (56).</i>	2012 Current Percent of Students Proficient in Reading:	Limited time to implement computer based program	Implement Imagine Learning Software Professional Development to implement computer based program	Administrators, School-Based Leadership Team, and Reading Coach	RtI/CIM Lesson Plan Meetings, Instructional Support Meetings	(CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix
	Based on the 2011-2012 CELLA assessment 33% (44) of our students received a proficient score in the area of reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. We do not make Writing relevant to the content	2.1. Writing across content areas using PLCs Develop a common Writing Rubric Professional development on new writing rubric.	2.1. School-Based Leadership Team, and Writing Coaches	2.1. Classroom Walk Throughs (CWT), and bimonthly lesson plans meetings, OCPS 45 Day Writing Plan	2.1. School Wide Rubric designed per grade level
<u>CELLA Goal #3:</u>	2012 Current Percent of Students Proficient in Writing :					
<i>By June 2013 West Oaks Elementary School students will achieve an increase in proficiency on writing from 33% (44) to 43% (56).</i>	Based on the 2011-2012 CELLA assessment 33% (44) of our students received a proficient score in the area of writing.					
		2.2. Students lack organizational skills	2.2. Continue using a writing resource notebook for students and teachers school wide Embed DBQ's throughout content areas	2.2. Teachers Writing Coach AP	2.2. Student writing samples	2.2. School-Wide Rubric
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Instructional Materials	Imagine-It Workbooks	Instructional Materials Budget	Included in reading section
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Assessment/ Progress Monitoring	Star Reading Subscription Renewal	Targeted Assistance Dollars	Included in reading section
			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

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
Mathematics Goal #1A: By June 2013 33% (67) of West Oaks Elementary students will achieve a level 3 proficiency in math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers have difficulty with implementation of our new Math series (Person Envision Math) with fidelity	Provide training: Envision OCPS Math to close the grade level knowledge expectation gap. PD on deconstructing standards in math	Admin CIA Team Math Coach	RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	Classroom Walk-Throughs Lesson planning meetings Topic Assessments	
	Based on 2011-2012 FCAT 28% (85) scored Level 3 proficiency in math.	By June 2013 33% (67) of West Oaks Elementary students will achieve a level 3 proficiency in math.						
				1A.2. Current Math Series lack high complexity problems.	1A.2. Provide training: PD on HOT/Webb's DOK Progress Monitor using Pre-Post Test via Edusoft tracked with Scantron Monthly Lesson Plan Collaboration Teacher use IMS resources to address the lack of high complexity problems in the current math series.	1A.2. Admin CIA Team Math Coach	1A.2. MTSS/RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	1A.2. OCPS Math Dept In-service by Math Dept EduSoft Mini Assessment Meet once a week with Admin & Coach
			1A.3. Lack of adequate instructional time dedicated to Math instruction	1A.3. Provide intervention math time on Fridays for an additional 45mins. Teachers will incorporate basic math functions to support students who are dis-fluent in math operations	1A.3. Admin CIA Team Math Coach	1A.3. RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	1A.3. OCPS Math Dept In-service by Math Dept & Person Online Meet once a week with Admin & Coach	

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			Use Moby Math to track and monitor student progress on math acquisition.			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A	N/A				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.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.	2A.1. New teachers have difficulty with NGSSS skills and embedding these throughout the delivery	2A.1. Common planning will be available and monitored by admin PD on deconstructing the standards	2A.1. Math Coach Admin	2A.1. CWTs, Grade level PLCs	2A.1. Progress Reports Walk Throughs data Math Coach Observations FCAT Simulations
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			

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By June 2013 25% (76) of West Oaks Elementary students will achieve a Level 4 and Level 5 proficiency in math	<i>Based on 2011-2012 FCAT 20% (61) students achieved level 4 and Level 5 proficiency in math.</i>	By June 2013 25% (76) of West Oaks Elementary students will achieve a Level 4 and Level 5 proficiency in math.		in math Implement the Math Club afterschool Implement Chess Club after school Implement the Math Bowl after school			
			2A.2. Lack of adequate instructional time dedicated to Math instruction	2A.2. Provide intervention math time on Fridays for an additional 45mins. Use Moby Math to track and monitor student progress on math standards acquisition.	2A.2. Admin CIA Team Math Coach	2A.2. Master schedule Admin Observation Data from Edusoft & Topic Assessments	2A.2. OCPS Math Dept In-service by Math Dept & Person Online Meet once a week with Admin & Coach
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/a	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers have difficulty implementing new Math series (Person Envision Math) with fidelity	Provide training: Envision OCPS Math PD on deconstructing standards in math	Admin CIA Team Math Coach	RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	Classroom Walk-Throughs Lesson planning meetings Topic Assessments
By June 2013 75% (226) of West Oaks Elementary students will achieve Learning Gains in Math.	<i>Based on the 2011-2012 FCAT 70% (211) made Learning Gains in Math</i>	By June 2013 75% (226) of West Oaks Elementary students will achieve Learning Gains in Math					
			3A.2. Current Math Series lack high complexity problems.	3A.2. PD on HOT/Webb's DOK Progress Monitor using Pre-Post Test via Edusoft tracked with Scantron Utilization of Moby Math	3A.2. Admin CIA Team Math Coach	3A.2. RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments Moby Math reports	3A.2. OCPS Math Dept In-service by Math Dept EduSoft Mini Assessment Meet once a week with Admin & Coach Moby Math reports
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					

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		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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: By June 2013 73% (56) of West Oaks Elementary Bottom 25% students will achieve Learning Gains in Math.	2012 Current Level of Performance:* Based on the 2011-2012 FCAT 63% (48) of the Bottom 25% made Learning Gains in Math.	2013 Expected Level of Performance:* By June 2013 73% (56) of West Oaks Elementary Bottom 25% students will achieve Learning Gains in Math.	Implementation new Math standards with fidelity.	PD on deconstructing the standards in math PD on Envision Math	Admin CIA Team Math Coach	MTSS/RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	Classroom Walk-Throughs Lesson planning meetings Topic Assessments
			4A.2. Current Math Series lack high complexity problems.	4A.2. PD on HOT's/Webb's DOK Progress Monitor using Pre-Post Test via Edusoft tracked with Scantron Utilization of Moby Math	4A.2. Admin CIA Team Math Coach	4A.2. MTSS/RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments Moby Math reports	4A.2. OCPS Math Dept In-service by Math Dept EduSoft Mini Assessment Meet once a week with Admin & Coach Moby Math reports
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Baseline data 2010-2011 37 <u>Mathematics Goal #5A:</u> West Oaks Elementary will increase our AMO each school year based on the specified annual target.			42	48	53	58	63	69	
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. <u>Mathematics Goal #5B:</u> <i>By SY1213, students subgroups will meet math proficiency by scoring at level 3 or higher in the following percentages:</i> White: N/A Black: 46% Hispanic: 42% Asian: N/A American Indian: N/A	<u>2012 Current Level of Performance:*</u> White: N/A Black: 40% Hispanic: 36% Asian: N/A American Indian: N/A	<u>2013 Expected Level of Performance:*</u> White: N/A Black: 46% Hispanic: 42% Asian: N/A American Indian: N/A	5B.1. Implementation new Math standards with fidelity.	5B.1. PD on deconstructing the standards in math Implement the Math Club afterschool Implement Chess Club after school Implement the Math Bowl after school	15B.1. Admin CIA Team Math Coach	15B.1. MTSS/RtI/ FCIM Admin Observation Data from Edusoft & Topic Assessments	5B.1. Classroom Walk-Throughs Lesson planning meetings Topic Assessments		
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Implementation new Math standards with fidelity.	5C.1. PD on deconstructing the standards in math Implement the Math Club afterschool Implement Chess Club after school Implement the Math Bowl after school	5C.1. Admin CIA Team Math Coach	5C.1. RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	5C.1. Classroom Walk-Throughs Lesson planning meetings Topic Assessments
Math Goal #5C: By June 2013, 43% (36) of all ELL students taking FCAT Math at West Oaks Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 38% (25) of all ELL students taking FCAT Math at West Oaks Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 43% (36) of all ELL students taking FCAT Math at West Oaks Elementary School will score a Level 3 or above.					
			5C.2. Students have a language barrier with specific languages and this impedes their success in education	5C.2. Implement ELL strategies throughout content Para will pull student groups daily to support this subgroup	5C.2. Admin Teachers Para	5C.2. CWTs Lesson plans with detailed ELL strategies	5C.2. CWTs
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Implementation of our new Math series (Person Envision Math) with fidelity	5D.1. PD on deconstructing the standards in math Implement the Math Club afterschool Implement Chess Club after school Implement the Math Bowl after school	5D.1. Admin CIA Team Math Coach	5D.1. RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	5D.1. Classroom Walk-Throughs Lesson planning meetings Topic Assessments
Mathematics Goal #5D: By June 2013, 28% (10) of all SWD students taking FCAT	2012 Current Level of Performance:* In June 2012, 21% (10) of all	2013 Expected Level of Performance:* By June 2013, 28% (10) of all					

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Math at West Oaks Elementary School will score a Level 3 or above.	SWD students taking FCAT Math at West Oaks Elementary School scored a Level 3 or above.	SWD students taking FCAT Math at West Oaks Elementary School will score a Level 3 or above.					
			5D.2. Limited individual support for SWD students in math	5D.2. ESE teachers will build capacity with teachers to embed the SWD strategies/accommodations in math Modeling accommodation strategies	5D.2. Admin CIA Team Math Coach ESE teacher	5D.2. CIA Observations Walk Throughs	5D.2. Progress Reports Study Island Fast Math Class Walk Through Administrative Observation FCAT Simulations
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Implementation new Math standards with fidelity.	5E.1. PD on deconstructing the standards in math Implement the Math Club afterschool Implement Chess Club after school Implement the Math Bowl after school	5E.1. Admin CIA Team Math Coach	5E.1. RtI/ CIM Admin Observation Data from Edusoft & Topic Assessments	5E.1. Classroom Walk-Throughs Lesson planning meetings Topic Assessments
Mathematics Goal #5E: By June 2013, 47% (128) of all ED students taking FCAT Math at West Oaks Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 41% (110) of all ED students taking FCAT Math at West Oaks Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 47% (128) of all ED students taking FCAT Math at West Oaks Elementary School will score a Level 3 or above.					
			5E.2. Making Math relevant to our students	5E.2. Encourage students to participate in the afterschool Math Club Encourage students to participate in the afterschool Chess Club Publix Math Field Trip Implement Moby Math Family Math Night will allow for collaboration with parents to support their students in math	5E.2. Admin CIA Team Math Coach	5E.2. Moby Math reports Math Bowl participation Participation in other clubs	5E.2. Classroom Walk-Throughs Edusoft Mini Assessments Parent Surveys Sign-In
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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							
Mathematics Goal #5A: N/A								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: Black: Hispanic:	White: Black: Hispanic:						

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	Asian: American Indian:	Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra 1 Goal #3A: N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.		3B.1. White: Black:	3B.1.	3B.1.	3B.1.	3B.1.	

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Algebra 1 Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Hispanic: Asian: American Indian:				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012					
Geometry Goal #3A: N/A						

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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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: N/A	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C: N/A	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.

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Geometry Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
<small>Please note that each strategy does not require a professional development or PLC activity.</small>						
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
Data Meetings	K-5	Admin & Math Coach	School-Wide	Every Friday	Team Meetings	Admin/Math Coach
Wed Staff Development	K-5	Math Coach	School-Wide	Select Wednesdays	Classroom Visits	Math Coach
Scantron Achievement Series	Third, Fourth & Fifth	AP/ Instructional Coach	Grade Level	Monthly	Monthly Data Meetings	Math Coach Assistant Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Envision Math	County Wide Elem Math Curriculum	OCPS	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	Web Based Basic Facts		
Moby Math	Web Based Math KG – 5 th	OCPS	
			Fast Math Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
OCPS Math Training			
Moby Math Training	Math Coach Training		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Fast Math	Web Based Basic Facts	General Fund	\$2,500
			Subtotal:
			Total: \$2,500

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A1. Lack of implementation of Science curriculum/standards on lower grade levels K-2, with fidelity.	1A1. Monitor Science instructional delivery across grade levels to ensure implementation. PD on deconstructing the standards in science. Embed the coaching cycle with teachers.	1A1. School –Based Leadership Team, and Science Instructional Coach	1A1. RTI/FCIM, CWTs data Lesson plans, Grade level PLCs	1A1. EduSoft Science Test, Core curriculum formal assessments, FCAT science data
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013 40% (45) of West Oaks Elementary School 5th Grade students will be at Level 3 proficiency in Science.	Based on 2011-2012 FCAT Science 35% (35) of West Oaks Elementary scored at Level 3 proficiency.	By June 2013 40% (45) of West Oaks Elementary School 5th Grade students will be at Level 3 proficiency in Science.					
			2A2. Lack of hands on science activities to engage students.	2A2. Implement the science boot camp in the 5 th grade classes.	2A2. Science Teacher, Science Coach, Admin	2A2. CWTs, lesson plans	2A2. FCAT data
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B1.	1B1.	1B1.	1B1.	1B1.
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			1B2.	1B2.	1B2.	1B2.	1B2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A1. Lack of implementation of Science curriculum on lower grade levels with fidelity.	2A1. Monitor Science instructional delivery across grade levels to ensure implementation. PD on deconstructing the standards in science. Embed the coaching cycle with teachers.	2A1. School –Based Leadership Team, and Science Instructional Coach	2A1. MTSS/RTI/FCIM., CWTs, lesson plans, grade level PLCs	2A1. EduSoft Science Test, Core curriculum formal assessments, FCAT science data
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
By June 2013 18 % (18) of West Oaks Elementary School 5th Grade students will be at Level 4 and Level 5 proficiency in Science.	Based on 2011-2012 FCAT Science 13% (13) of West Oaks Elementary scored at Level 4 and Level 5 proficiency.	By June 2013 18 % (18) of West Oaks Elementary School 5th Grade students will be at Level 4 and Level 5 proficiency in Science					
			2A2. Lack of hands on science activities to engage students.	2A2. Implement the science boot camp in the 5 th grade classes.	2A2. Science Teacher, Science Coach, Admin	2A2. CWTs, lesson plans	2A2. FCAT data
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Core Curriculum planning	K-5/ Science	School Based Admin Team, Science Instructional Support	PLC, grade levels K-5	Early release days/ 1 a month	Classroom walk through/checklists	School Based Admin Team, Science Instructional Support
Science Night	3-5	School Based Admin Team, Science Instructional Support	Parents & students grades 3-5	Night activity/1 a school year	Parent survey	School Based Admin Team, Science Instructional Support
Scantron Achievement Series	Third, Fourth & Fifth	AP/ Instructional Coach	Grade Level	Monthly	Monthly Data Meetings	Science Coach, Assistant Principal

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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

End of Science Goals

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

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.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A: By June 2013 90% (96) will score at Level 3 or above high in writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited time to incorporate writing across the Curriculum	Provide Writing Boot camp for the 4 th grade students. Students in K-5 will participate in school wide writing prompts Continue to display writing data from monthly writing prompts	Administrators, School-Based Leadership Team, and Writing Coaches	Classroom Walk Throughs (CWT), and bimonthly lesson plans meetings, OCPS 45 Day Writing Plan	Classroom Walk Through (CWT), lesson plans, Monthly Writing Prompts, and Student Data Matrix
	Based on 2011-2012 FCAT 4 th Grade Writing results 82% (88) score at Level 3.0 or high in writing.	By June 2013 90% (96) will score at Level 3.0 or high in writing.					
			1A.3.	1A.3.	1A.3.	1A.3.	1A.2.
			Students and teachers have difficulty with the new grading system and with conventions	Writing across the Curriculum Scantron Grammar Activities will be embedded. Track student performance on assessments to ensure differentiation for students	School-Based Leadership Team, and Writing Coaches	Student writing samples	School Wide Rubric
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
4 th grade teachers writing training	4 th	OCPS Training	Three new 4 th grades teachers	October 5 th & 6 th 2010	Writing Prompts	Writing Coach
Sample Writing Assessment	4 th	Writing Coach	4 th Grade Teachers	Ongoing	Writing Prompts	Writing Coach Admin
4 th grade teachers writing training	4 th	OCPS Training	Three new 4 th grades teachers	October 5 th & 6 th 2010	Writing Prompts	Writing Coach

Writing Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Parents do not have the skills/Knowledge to assist children at home.	1.1. Refer parents to social services Increasing membership in PTA/SAC Parenting Classes ELL/GED Classes Child Study Team Meeting	1.1. Teachers School Social Worker Intervention Services Admin	1.1. Child Study Meeting Process	1.1. PTA/SAC membership
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Our goal based on the 2011-2012 attendance data is to :	96.20% (595)	98.20% (606)					
<ul style="list-style-type: none"> increase our Attendance Rate by 2% decrease our Excessive Absences (10 or more) by 5% decrease our Excessively Tardy students (10 or more) by 5% 	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	22% (133)	17% (105)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	29% (181)	24% (148)					

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		1.2. Due to parents working multiple jobs/second & third shift, they have difficulty participating in their child's education	1.2. Refer parents to social services Child study Team meeting Incorporate Parent Nights to support parents	1.2. School Social Worker Intervention Services Admin	1.2. Child Study Meeting Process	1.2. Active Intervention Cases Child Study Data Sign-In sheets
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Communication	KG- 5 th	Assistant Principal	KG- 5 th	Ongoing	Grade Level Meeting	Assistant Principal

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
N/A			
			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:0

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Total:

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 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. Students have difficulty with behavioral expectations set forth through the administration.	1.1. Review student code of conduct Consistent grade level policies and expectations.	1.1. Dean Teacher Administration	1.1. MTSS/RtI Process Classroom walk throughs Student planner checks	1.1. Weekly Discipline Meetings Discipline Data from OCPS Data Warehouse
Suspension Goal #1: Our goal based on the 2011-2012 attendance data is to : <ul style="list-style-type: none"> Maintain total number of In-school suspension Maintain total number of students suspended in-school Decrease the number of suspensions by 20 occurrences Decrease the number of students that are suspended by 10 occurrences Decrease total number of out of school suspensions by 10 occurrences	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>	Parents need assistance with improving child behavior.	Embed the school-wide behavioral system.			
	1% (3)	1% (3)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	1% (3)	1% (3)					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	18% (111)	13% (81)					
<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>						
	12% (71)	10% (61)	1.2.Limited parent involvement (Maintaining active phone numbers)	1.2. Open House Home visits Student planner communication Connect Orange Provide parents training during PTO meetings.	1.2. Teacher Dean Administration	1.2. MTSS/RtI Process Classroom walk throughs Student planner checks	1.2. PTA/SAC membership Number of parent conferences
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Teacher Training	KG- 5	CRT Reading Coach Dean	New Teachers	Ongoing	Classroom Walk Throughs	Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0

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Total:

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
1. Parent Involvement			1.1. Parents do not have the skills needed to assist students at home.	1.1. Open House Meet the Teacher Home visits Student planner communication Connect Orange	1.1. Teacher Dean Administration	1.1. RtI Process Classroom walk throughs Student planner checks Monitor parent attendance via sign in sheets	1.1. PTA/SAC membership Number of parent conferences Parent Climate Survey
Parent Involvement Goal #1: <i>Based on sign in sheets from the 2011-2012 school year 40% (242) of our parents attended our school activities. During the 2011-2012 school year 60% (364) of our parents will attend school activities.</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	40% (242)	60%(364)	1.2. Parents have difficulty attending extra-curricular activities because of limited child care for parent.	1.2. Combine AR Night with our SAC /PTO meetings so parents can bring their children to our meetings.	1.2. Dean Administration	1.2. Monitor parent sign-in sheets. SAC agenda item to be discussed with SAC/PTA members.	1.2. Parent Climate Survey Sign-In sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Implement one STEM Challenge per quarter according to the OCPS Pacing Guide in grade KG – 5th.	1.1. Lack of implementation of Science curriculum in lower grade levels with fidelity.	1.1 Intense focus on implementing and supporting the Science curriculum in all grade levels.	1.1. School –Based Leadership Team, and Science Instructional Coach	1.1. MTSSRTI/FCIM, Plan Do Check Act	1.1. Edusoft Science Mini Assessments
	1.2. Limited hands on activities to support STEM in science	1.2. Provide Science Boot camp to increase hands-on activities	1.2. Science coach and teachers	1.2. CWTs, lesson plans	1.2. Progress Reports Walk Throughs FCAT science data
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Rocket Design Challenge	SCI CON	General Fund	\$800.00
			Subtotal:
			Total:\$800.00

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Students are entering Pre-K not on grade level.	1.1. Target student performance level via base line data assessment. VPK teachers will provide high rigorous tasks in the classroom	1.1. Assistant Principal VPK Teacher	1.2. Teacher Observation Lesson plans	1.1. Pre-K Assessment FLKRS
Additional Goal #1: Increase by 3 to 5 % - The Percent of VPK Students who will enter elementary school ready based on FLKRS Data	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Data not available</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
2. Additional Goal			2.1. Teachers are not teaching standards with fidelity.	2.1. Continue to utilize Imagine It as the CORE reading curriculum and use Florida Ready in 3 rd , 4 th and 5 th grade during Walk-to-Read Intervention. -DBQ's (Document Based Questions)	2.1. School Based Leadership Team and Reading Coach	2.1. MTSS/RtI/FCIM Classroom Walk Throughs (CWT)	2.1. Imagine It Programmatic Assessments Edusoft Mini Assessments FCAT Reading data
Additional Goal #2: Increase by 3 to 5% - students who read on grade level by age 9 – addressing reading progress monitoring for K-2 in action plan	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	Based on 2012 FACT 44 % (41) of the 3 rd grade students achieved Level 3 or higher proficiency in reading.	By June 2013 50% (47) of 3 rd grade students will achieve a Level 3 or higher proficiency in reading.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			3.3. Teachers have difficulty with Implementing Differentiated Instruction.	3.3. Teachers will actively utilize differentiated instruction through small group	3.3. Administrators, School-Based Leadership Team, and Reading	3.3. RtI/CIM Classroom Walk Throughs (CWT), PLC, Lesson Plan	3.3. (CWT), FAIR, FCAT Simulated Assessments, and Student Data Matrix

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			instruction. Improve coaching cycle	Coach	Meetings, Instructional Support Meetings	
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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
3. Additional Goal			3.1.	3.1.	3.1.	3.1.	3.1.
Additional Goal #3 Increase by 3 to 5% students who become fluent in Math Operations-address math progress monitoring for K-3 action plan.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Refer to Math barrier/strategies IA3</i>	<i>Refer to Math barrier/strategies IA3</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	2.3.	3.3.	3.3.

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
4. Additional Goal			4.1.	4.1.	4.1.	4.1.	4.1.
Additional Goal #4: Maintain high Fine Arts enrollment percentage.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	One Art Teacher to support 600 students.	Special Area schedule will insure we provide students Art 3 days a week.	Admin CIA Team Art teacher	Master Schedule	SMS Enrollment Reports
	<i>60% (364) of students participated in fine arts</i>	<i>100% (590) of students will participate in fine arts during specials</i>					
			4.2.	4.2.	4.2.	4.2.	2.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

Problem-Solving Process to Increase Student Achievement							
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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
5. Additional Goal			4.1. Limited Time to implement Destination College strategies	5.1. Continue to implement DBQ's, & Cornell Notes. PD will be available for all 5 th grade teachers and monitored	5.1. Assistant Principal School Based Leadership Team	5.1. Classroom Walk Throughs Student Notebook	5.1. Student Writing Samples DBQ's assessment
Additional Goal #5: Increase College and Career Awareness.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>5 of the 5 teachers supported Destination College</i>	<i>6 of the 6 5th grade teachers will support Destination College.</i>					
			5.2. Lack of Parent College Awareness	5.2. College & Career Night	5.2. School Based Leadership Team	5.2. College Awareness Survey	5.2. End of the year College Awareness Parent Survey
			5.3. Lack of Student College Awareness	5.3. UCF Burnett Honors College : <i>Collaboration on Careers- Four Corners Activity Organization- The Rules of Organization Writing- Picture Order Activity Inquiry and Self-Advocacy- I-Messages Reading and Writing- Getting the "GIST"</i>	5.3. Assistant Principal School Based Leadership Team	5.3. Student College Awareness Survey	5.3. End of the year College Awareness Student Survey

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
6. Additional Goal			2.1. Teachers are unfamiliar with RtI /MTSS process.	2.1. Provide training on RtI/MTSS	2.1. School Based Leadership Team	2.1. Classroom Walkthroughs Teacher Assessments.	2.1. Enrollment Classification Numbers
Additional Goal #2: Decrease Disproportionate Classification in Special Education.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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		2.2	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Additional Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$11,496.16
CELLA Budget	Total:\$2,500
Mathematics Budget	Total: 0
Science Budget	Total:\$800.00
Writing Budget	Total: 0
Civics Budget	Total: 0
U.S. History Budget	Total: 0
Attendance Budget	Total: 0
Suspension Budget	Total: 0
Dropout Prevention Budget	Total: 0
Parent Involvement Budget	Total: 0
STEM Budget	Total: 0
CTE Budget	Total: 0
Additional Goals	Total: 0
	Grand Total:\$14,796.16

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount