Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: NORMANDY VILLAGE ELEMENTARY	District Name: DUVAL COUNTY PUBLIC SCHOOLS
Principal: LISA G BRADY	Superintendent: ED PRATT-DANNALS
SAC Chair: AMANDA STRICKLER	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	LISA G BRADY	B.S. in Elem. Education K-8; M.Ed. in Educational Leadership	3	11	Principal of Normandy Village ES in 2011-2012: Grade D; Rdg. Mastery: 37%, Math Mastery: 38%, Science Mastery: 32%, Writing Mastery: 76%. 2010-2011: Grade D, Rdg. Mastery: 52%, Math Mastery: 59%, Science Mastery: 24%, Writing Mastery: 51%. 2009-2010: Grade D, Rdg. Mastery: 55%, Math Mastery: 52%, Science Mastery: 31%, Writing Mastery: 73%. Principal of Ramona Blvd. ES in 2008-2009: Grade A, Rdg. Mastery: 69%, Math Mastery: 67%, Science Mastery: 38%, Writing Mastery: 84%, ALL subgroups made AYP. 2007-2008: Grade C, Rdg. Mastery: 62%, Math Mastery: 53%, Science Mastery: 22%, Writing Mastery: 53%, only white subgroup met AYP in reading proficiency. 2006-2007: Grade C, Rdg. Mastery: 60%, Math Mastery: 37%, Science Mastery: 27%, Writing Mastery: 71%, only white subgroup met AYP in reading and math. 2005-2006: Grade C, Rdg. Mastery: 64%, Math Mastery: 43%, Writing Mastery: 61%, All students except Students with disabilities met AYP in reading, only the white subgroup met AYP in math. 2004-2005: Grade C, Rdg. Mastery: 58%, Math Mastery: 42%, Writing Mastery: 77%, All students except Students with disabilities met AYP in reading, only the white subgroup met AYP in math.
Assistant Principal					

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Coots	BS-Elem. Ed, K-6	3	3.5	2011-2012: FAIR Green 62%, Yellow 34%, Red 4% 2010-2011: FAIR Green 40%, Yellow 49%, Red 11% 2009-2010: Green DIBELS 77%, DRA on grade level 77%, lowest 25% gains 50% AYP Reading Proficiency: 2009 – 2010: 0 out of 3 subgroups met proficiency in reading; 2010 – 2011: 0 out of 3 subgroups met proficiency in reading
Math	Susan Bell	BS, Elem. Ed. Physical Education MS, Ed.S. – Ed. Leadership,	1	New	
Instructional	Monique Worthen	BS-Elem. Ed. K-6; M.Ed. in Educational Leadership	8	New	

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with principal.	Principal	June 2013
2. Partnering new teachers with veteran staff	Principal	Upon hire
3. Teacher Induction Program	PDF/District Cadre	June 2013
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
34	9%	26%	50%	15%	14%	100%	0%	0%	42%

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.

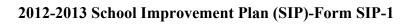| Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Vicky Shavers	Morgan Smith	Both teach 1st grade. Mrs. Shavers has extensive experience in 1st grade curriculum and management.	Teachers will meet weekly to plan instruction and study data.
Lisa Inman	Jacqueline Lewis	Both teach Kindergarten. Ms. Inman has extensive experience in Kindergarten curriculum and management.	Teachers will meet weekly to plan instruction and study data.

| Monique Worthen | Rachel Rigdon | Ms. Worthen is the Instructional Coach and has extensive experience. | Teacher and coach will meet weekly to plan instruction and study data. |

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<u>Additional Requirements</u>

*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 Services are provided to ensure students requiring additional remediation are assisted through reading and math interventionists during school and after-school programs provided by outside programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

- **Principal (Lisa Brady):** Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.
- **Math Coach (Susan Bell):** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- **MTSS Facilitator (Susan Coots):** Participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.
- **Instructional Coach (Monique Worthen):** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- **Reading and Math Interventionist (Terry Roberts and Melissa Hager):** Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- **School Counselor (Corene Davis):** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- **Select General Education Teachers (Leslie Bolante, Michelle Mendes, Corryn Massey, Barbara Ingham, Katherine Gordon, Timothy Layne):** Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- **Special Education Teacher (Agnes Penn):** Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- **Foundations Team Chair (Ivy Murphey):** Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates

with staff to implement behavioral interventions.
- **ESOL Teachers:** Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- **Select personnel with technical expertise:** Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

The team will meet every month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams (MTSS Leadership Team, Grade level teams, parent group) develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Baseline data: Inform, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)
Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate
End of year: FAIR, FCAT
Ongoing Progress Monitoring: PMRN, Curriculum based assessments

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Describe the plan to train staff on MTSS.

The school's Professional Development Plan will support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded MTSS professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.

MTSS Professional Development should include more than scheduled workshops. In addition to traditional MTSS training during the summer, pre-planning, early dismissal, and faculty meetings, MTSS learning should be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study

Action research

Describe the plan to support MTSS.

The team, teachers, tutors, interventionists, etc. will all support the efforts behind MTSS. Students will participate in all Tier I activities, most students will participate in Tier II activities, and select students will participate in Tier III activities. Activities will be data driven and materials will be used/purchased for those activities. Progress monitoring will be implemented to determine if the MTSS is working for each student.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
The school-based Literacy Leadership Team (LLT) is comprised of Lisa G. Brady, Principal, Susan Coots, Reading Coach, Monique Worthen, Instructional Coach, and Terry Roberts, Reading Interventionist.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The district's reading/language arts philosophy is clear in suggesting that "a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading". In support of the district's reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with the DCPS Comprehensive K-12 Reading Plan/Read it Forward Jax. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. We also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

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What will be the major initiatives of the LLT this year?
The main goal of the Literacy Leadership Team is to improve the reading achievement of all students. To accomplish this goal, we will utilize data from F.A.I.R., DRA's and District Benchmarks to identify areas in need of improvement in Reading. We will implement FCRR activities in the classroom based on school FAIR Reports. Students will participate in individualized instruction as well as small group instruction based upon their individual needs. The Reading Coach and the Instructional Coach will model reading and guided reading lessons for identified teachers as needed. Weekly grade level PLC's will take place to analyze data, look at student work and plan for instructional "next steps". All teachers participate in grade level specific Book Studies. Each grade level will participate in at least one all-day, grade level specific Professional Learning Community with the principal, reading coach and instructional coach.

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.

Incoming Kindergarten students and their parents were invited to a Kindergarten orientation prior to the end of the last school year. We also held a Kindergarten Meet the Teacher session prior to the first day of school. Kindergarten students are assessed using FLKRS and FAIR within the first 20 days of school. This assists the teacher in providing individualized instruction for each student to meet their needs.

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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. Lack of differentiation that extends beyond proficiency.	1A.1. Utilize FCIM and RtI to identify students in the CORE Curriculum needing interventions and enrichment.	1A.1. Principal, Reading Coach, Instructional Coach, Reading Interventionist.	1A.1. Review students' data frequently and ensure groups are redesigned to target the needs of students based on assessments.	1A.1. Effectiveness will be determined by FAIR and Benchmark assessments.		
Reading Goal #1A: Students will maintain proficiency and/or increase achievement to above proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	In grades 3-5, 37% of students achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 47% of the students will achieve mastery for reading on the 2013 FCAT Reading Test.					
		1A.2. Lack of question complexity	1A.2. Utilize Webb's DOK; Item specs; objective based questioning	1A.2. Principal; coaching staff	1A.2. Observations by Principal and coaching staff	1A.2. Walk through anecdotal notes; formal and informal observations.	
		3A.3. New teachers to the grade level and/or subject area.	3A.3. Professional Development of new teachers: PLC's; mentors; District training; observations	3A.3. Principal, Reading and Instructional Coaches	3A.3. Monthly Observations	3A.3. C.A.S.T. document; anecdotal notes; Walk-through forms	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Lack of differentiation that extends beyond proficiency.	2A.1. Utilize FCIM and RtI to identify students in the CORE Curriculum needing enrichment.	2A.1. Teachers, Coaching staff	2A.1. Review student data frequently and ensure groups are redesigned to target the needs of students based on assessments.	2A.1. Effectiveness will be evaluated by mini-assessments, FAIR, Benchmarks.		
Reading Goal #2A: Students will maintain and/or increase high levels of proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In grades 3-5, 3% of students achieved Level 4 or 5 on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 10% of the students will achieve Levels 4 or 5 for reading on the 2013 FCAT Reading Test.					
		2A.2. New teachers to the grade level and/or subject area.	2A.2. Professional Development of new teachers: PLC's; mentors; District training; observations	2A.2. Principal, Reading and Instructional Coaches	2A.2. Monthly Observations	2A.2. C.A.S.T. document; anecdotal notes; Walk-through forms	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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 reading.	3A.1. Lack of differentiation for student needs.	3A.1. Data driven grouping that will remediate/ enrich students.	3A.1. Principal, Coaching Staff, Reading Interventionist, Media Specialist, Teachers	3A.1. Review student data frequently and ensure groups are redesigned to target the needs of students based on assessments.	3A.1. Effectiveness will be evaluated by mini-assessments, FAIR, Benchmarks.		
Reading Goal #3A: To increase the number of students making Learning Gaines in reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In grades 3-5, 65% of students achieved learning gains on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 70% of students will achieve learning gains on the 2013 administration of the FCAT Reading Test.					
		3A.2 Lack of question complexity	3A.2 Utilize Webb's DOK; Item specs; objective based questioning	3A.2 Principal; Coaching Staff; Reading Interventionist, Teachers	3A.2 Observations by Principal and coaching staff	3A.2 Walk through anecdotal notes; formal and informal observations.	
		3A.3. New teachers to the grade level and/or subject area.	3A.3. Professional Development of new teachers: PLC's; mentors; District training; observations	3A.3. Principal, Reading and Instructional Coaches	3A.3. Monthly Observations	3A.3. C.A.S.T. document; anecdotal notes; Walk-through forms	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of differentiation for student needs.	4A.1. Data driven grouping that will remediate students.	4A.1. Principal, Coaching Staff, Reading Interventionist, Teachers	4A.1. Review student data frequently and ensure groups are redesigned to target the needs of students based on assessments.	4A.1. Effectiveness will be evaluated by mini-assessments, FAIR, Benchmarks.		
Reading Goal #4A: To increase the number of students in the Lowest 25% making learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In grades 3-5, 66% of the bottom quartile students achieved learning gains on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 72% of bottom quartile students will achieve learning gains on the 2013 administration of the FCAT Reading Test.					
		4A.2. Student attitude toward learning	4A.2. Strategies on attitude and building relationships; Data chats with students; Mentoring; Enrichment programs	4A.2. Principal, Coaching Staff, Reading Interventionist, Teachers	4A.2. Observations of student work	4A.2. Teacher observations, student performance on assessments	
		4A.3. New teachers to the grade level and/or subject area.	4A.3. Professional Development of new teachers: PLC's; mentors; District training; observations	4A.3. Principal, Reading and Instructional Coaches	4A.3. Monthly Observations	4A.3. C.A.S.T. document; anecdotal notes; Walk-through forms	

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

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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**						
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Lack of proper differentiation Black: Lack of proper differentiation	5B.1. Teachers will be instructed on the proper analysis of collected data and how to use that data to differentiate their instruction to meet individual students' needs.	5B.1. Principal, Coaching Staff, Reading Interventionist	5B.1. Coaching Staff will assist teachers in the analysis and use of data for small group and Tier 2 instruction.	5B.1. Student progress on all assessments.		

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Reading Goal #5B: To increase the number of students making satisfactory progress.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 25% Black: 13%	White: 35% Black: 35%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Insufficient amount of differentiation Incorrect targets for students	5E.1. Teachers will be instructed on the proper analysis of collected data and how to use that data to differentiate their instruction to meet individual students' needs.	5E.1. Principal, Coaching Staff, Reading Interventionist	5E.1. Coaching Staff will assist teachers in the analysis and use of data for small group and Tier 2 instruction.	5E.1. Student progress on all assessments.		
<u>Reading Goal #5E:</u> To increase the number of Economically Disadvantaged students making satisfactory progress.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	% of Economically Disadvantaged students will made satisfactory progress on the 2012 FCAT Reading test.	% of Economically Disadvantaged students will make satisfactory progress on the 2013 FCAT Reading test.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or 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
Instruction on Bottom Quartile groupings	3-5	Principal, Coaches	3-5 teachers	Early Release dates; Common Planning time;	Monitoring of B.Q. students' assessments, Benchmarks, FAIR	Administration and Coaches
Differentiating Instruction	All Grades	Coaching Staff, ESE Liaison	All Teachers	Weekly common planning time	School leadership team will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training.	Administration and Coaches
Student Data Analysis	All Grades	Principal, Coaching Staff	All Teachers	Weekly common planning time	School leadership team will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training.	Administration and Coaches

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of district approved websites	Study Island	Title I	2,500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District provided PD	Temporary Recovery for PD	District	2,000.00
Common Planning Time	After-school planning time for teachers	Title I	25,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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. Teacher being new to the grade level and/or subject.	1A.1. Professional Development of new teachers: PLC's; mentors; District training; observations	1A.1. Principal; Coaches; Mentors	1A.1 Monthly Observations	1A.1. C.A.S.T. document; anecdotal notes; Walk-through forms		
Mathematics Goal #1A: Students will maintain proficiency and/or increase achievement to above proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	In grades 3-5, 38% of students achieved mastery on the 2012 administration of the FCAT Math Test.	In grades 3-5 46% of the students will achieve mastery on the 2013 FCAT Math Test.				
		1A.2. Lack of question complexity	1A.2. Utilize Webb's DOK; Item specs; objective based questioning	1A.2. Principal; coaching staff	1A.2. Observations by Principal and coaching staff	1A.2. Walk through anecdotal notes; formal and informal observations.	
		1A.3. Lack of differentiation that extends beyond proficiency	1A.3. Utilize FCIM and RtI to identify students in the CORE Curriculum needing interventions and enrichment.	1A.3. Principal, Reading Coach, Instructional Coach, Reading Interventionist.	1A.3. Review students' data frequently and ensure groups are redesigned to target the needs of students based on assessments.	1A.3. Effectiveness will be determined by FAIR and Benchmark assessments.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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. Teacher being new to the grade level and/or subject.	2A.1. Professional Development of new teachers: PLC's; mentors; District training; observations	2A.1. Principal; Coaches; Mentors	2A.1 Monthly Observations	2A.1. C.A.S.T. document; anecdotal notes; Walk-through forms		
Mathematics Goal #2A: Students will maintain their above proficiency level.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15% of students achieved high levels of proficiency on the 2012 administration of the FCAT Math test.	25% of students will achieve high levels of proficiency on the 2013 administration of the FCAT Math test.					
		2A.2. Motivation of students to perform at a higher level.	2A.2. Data Chats Enrichment programs Encentives	2A.2. Principal , Teachers, Club sponsors	2A.2. Student engagement Student progress on assessments Anecdotal notes	2A.2. Anecdotal notes Assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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. Teachers new to the grade level and/or subject	3A.1. Professional Development of new teachers: PLC's; mentors; District training; observations	3A.1. Principal, Coaches; mentors	3A.1. Monthly observations	3A.1. C.A.S.T. document; anecdotal notes; Focus Walk forms		
Mathematics Goal #3A: To increase the number of students making Learning Gaines in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In grades 3-5, 54% of students achieved learning gains on the 2012 administration of the FCAT Math Test.	In grades 3-5, 60% of students will achieve learning gains on the 2013 administration of the FCAT Math Test.					
		3A.2 Lack of question complexity	3A.2 Utilize Webb's DOK; Item specs; objective based questioning	3A.2 Principal; Coaching Staff; Reading Interventionist, Teachers	3A.2 Observations by Principal and coaching staff	3A.2 Walk through anecdotal notes; formal and informal observations.	
		3A.3. Lack of differentiation for student needs.	3A.3. Data driven grouping that will remediate/enrich students.	3A.3. Principal, Coaching Staff, Reading Interventionist, Media Specialist, Teachers	3A.3. Review student data frequently and ensure groups are redesigned to target the needs of students based on assessments.	3A.3. Effectiveness will be evaluated by mini-assessments, FAIR, Benchmarks.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Teachers new to the grade level and/or subject	4A.1. Professional Development of new teachers: PLC's; mentors; District training; observations	4A.1. Principal, Coaches; mentors	4A.1. Monthly observations	4A.1. C.A.S.T. document; anecdotal notes; Focus Walk forms		
Mathematics Goal #4A: To increase the number of students in the Lowest 25% making learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In grades 3-5, 41% of the bottom quartile students achieved learning gains on the 2012 administration of the FCAT Math Test.	In grades 3-5, 50% of bottom quartile students will achieve learning gains on the 2013 administration of the FCAT Math Test.					
		4A.2 Lack of question complexity	4A.2 Utilize Webb's DOK; Item specs; objective based questioning	4A.2 Principal; Coaching Staff; Reading Interventionist, Teachers	4A.2 Observations by Principal and coaching staff	4A.2 Walk through anecdotal notes; formal and informal observations.	

		4A.3. Lack of differentiation for student needs.	4A.3. Data driven grouping that will remediate/enrich students.	4A.3. Principal, Coaching Staff, Reading Interventionist, Media Specialist, Teachers	4A.3. Review student data frequently and ensure groups are redesigned to target the needs of students based on assessments.	4A.3. Effectiveness will be evaluated by mini-assessments, FAIR, Benchmarks.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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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						
Mathematics Goal #5A: To increase the number of students making satisfactory progress in Math.							
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: Student lack of prior knowledge Black: Student lack of prior knowledge	5B.1. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. strategies: SRE; 4-column method Data Chats Before/during/after school tutoring	5B.1. Teachers Math Coach Math Interventionist	5B.1. Review of results on common assessment data every month	5B.1. Common assessments; mini-assessments.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In grades 3-5 the percentage of students making level 3 and above on the 2012 FCAT Math test was as follows: White: 16% Black: 20%	In grades 3-5 the percentage of students making level 3 and above on the 2013 FCAT Math test will be as follows: White: 30% Black: 30%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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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. Lack of prior knowledge	5E.1. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction.	5E.1. Teachers Math Coach Math Interventionist	5E.1. Review of results on common assessment data every month	5E.1. Common assessments		
Mathematics Goal #5E: To increase the number of Economically Disadvantaged students making Adequate Yearly Progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	On the 2012 FCAT Math test, % of ED students made satisfactory progress	55% of ED students will make satisfactory progress on the 2013 FCAT Math test.					
		5E.2. Environment	5E.2. Students/Parents can borrow manipulatives	5E.2. Teacher , Math Coach, Math Interventionist	5E.2. Student understanding of concepts on assessments	5E.2. Common assessments	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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End of Middle School Mathematics Goals

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End of Florida Alternate Assessment High School Mathematics Goals

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End of Algebra 1 EOC Goals

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<u>**Geometry End-of-Course Goals**</u> *(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]).

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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Math training for new math teachers	All	District	New Math Teachers	On-going	Task and Transfer Observations	Principal, Math Coach
Instruction on Bottom Quartile	3-5	Principal, Coaching Staff	3-5 teachers	Early dismissal days, common planning time	Monitoring of B.Q. students' assessments, Benchmarks	Principal, Math Coach

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use District approved software	Study Island	Title I	2,500.00
	Quantiles	Title I	2,500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District Training	Math Academy; Math 101	District Substitute funds	3,000.00
School based PD	Common planning time after school	Title I	25,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Lack of prior knowledge	1A.1. Tier 1: All students will conduct hands-on lab activities.	1A.1 Teachers Coaches	1A.1. Grade level teams will review results of common assessment data to determine progress towards benchmark (70% proficiency).	1A.1. Common assessments		
Science Goal #1A: Students will maintain proficiency and/or increase achievement to above proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	32% of students achieved mastery on the 2012administration of the FCAT Science Test.	40% of the students will achieve mastery on the 2013 FCAT Science Test.				
		1A.2. Lack of question complexity	1A.2. Utilize Webb's DOK; Item specs; objective based questioning	1A.2. Principal; coaching staff	1A.2. Observations by Principal and coaching staff	1A.2. Walk through anecdotal notes; formal and informal observations.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Lack of differentiation beyond proficiency.	2A.1. Students will receive targeted enrichment through the problem-solving process.	2A.1. Teacher Club Sponsor	2A.1. Grade level teams will review results of common assessment data to determine progress towards benchmark (70% proficiency).	2A.1. Common Assessments		
Science Goal #2A: Students will maintain and/or increase high levels of proficiency.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	3% of students had high levels of proficiency on the 2012 administration of the FCAT Science test	10% of students will achieve high levels of proficiency on the 2013 administration of the FCAT Science test.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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<u>Florida Alternate Assessment High School Science Goals</u>

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

End of Florida Alternate Assessment High School Science Goals

<u>Biology 1 End-of-Course (EOC) Goals</u> *(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]).

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 Academy	5	District	5th grade teachers	On-going	Task and transfer observations	Principal; Coaching Staff
PLC's in Professional Reading	5	Coaches	5th grade teachers	On-going	Observing lessons, participation in book talk	Coaching staff

Science Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District provided PD	Science Academy	District	2,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
After school Science Club for enrichment	Lab Materials	Title I	500.00
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Teachers new to the grade level.	1A.1. Modeled writing lessons. Professional Development by District	1A.1 Principal Coach	1A.1. Observations Rubric use Student writing	1A.1. Walk through forms Student writing		
Writing Goal #1A: Students will score a level 3 or higher in writing.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*						
	76% of students achieved a level 3 on the 2012 administration of the FCAT Writing Test.	85% of the students will achieve a level 3 on the 2013 FCAT Writing Test.					

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		1A.2. Capacity due to lack of instruction in the primary grades.	1A.2. Implement Writer's Workshop with fidelity in grades K-3.	1A.2. Principal; Coach; Teachers	1A.2. Observations Lesson Plans Student writing	1A.2. Student writing Walk through forms	
		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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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
PLC's: Professional Reading	4th grade	Principal, Instructional Coach	4th grade teachers	On-going	Observations; student writing samples	Principal; Instructional Coach
Writers' Workshop	All	Instructional Coach	All writing teachers	Early dismissal; teacher work days.	Observations; student writing samples	Principal; Instructional Coach
Outside P.D.	All	Melissa Forney	Open	July 2012	Observations; student writing samples	Principal; Instructional Coach

Writing Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Workshop	Melissa Forney	Title I	1,375.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

<u>Civics End-of-Course (EOC) Goals</u> ***(required in year 2014-2015)***

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

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End of Civics Goals

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

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

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End of U.S. History Goals

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Attendance Goal(s)

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

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

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1. Attendance	1.1. Student bus transportation affected by the 2 mile bus riding rule Student illnesses Parents lack of available transportation	1.1. Monthly attendance incentive for students. Incorporate the importance of student attendance into Parent Involvement Meetings. 1.1. Assistant Principal Guidance Counselor 1.1 Monitor the number of students whose absences exceed 5 per month. A decrease should be evident	1.1. Guidance Counselor	1.1. Monitor the number of students whose absences exceed 5 per month. A decrease should be evident.	1.1. Student attendance rate should increase as measured in Genesis.		
Attendance Goal #1: To decrease the number of students with excessive absences and tardies.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

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	In 2011-2012 our attendance rate was 94%.	In 2012-2013 the anticipated attendance rate is 96%			
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
	204	100			
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
	23	15			
		1.2. Parents' unwillingness to enforce school attendance.	1.2. Parents of students with excessive absences will meet with the Attendance Improvement Team (AIT) to encourage regular attendance.	1.2. Guidance Counselor School Social Worker	1.2. Monitor the number of students whose absences exceed 5 per month. A decrease should be evident.	1.2. Student attendance rate should increase as measured in Genesis.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Meetings	All	Guidance Counselor	Parents	Bi-monthly PTA meetings	Surveys	Guidance Counselor
Home/School communication (The Eagle Express)	All	Principal	Parents	Weekly	None	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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parent Nights/PTA	Information brochures	PTA	200.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Nine weeks awards for students with good attendance.	Award certificates and ribbons	Student Award fund	400.00
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Student attitude towards school	1.1. Access to students; respect for students by teachers	1.1. all adults	1.1. Decrease in referrals and suspensions	1.1. Bi-monthly count of infractions		
Suspension Goal #1: Reduce the number of students suspended	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	2	1					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	2	1					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	32	15					

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	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	9	4				
		1.2. Student understanding of rituals and routines	1.2. Quarterly assemblies on rituals and routines; bullying; expectations	1.2. Principal	1.2. Decrease in referrals and suspensions	1.2. Bi-monthly count of infractions	
		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
C.H.A.M.P.s Training	All	District	All	District timeline	Classroom management observations	Principal
Foundations Training	All	Foundations Team	All	Pre-planning; early dismissal	Referral count	Principal

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:			
Total:			

End of Suspension Goals

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End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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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: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Professional Development

CTE Budget (Insert rows as needed)
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 not understanding what bullying/ harassment means.	1.1. Discipline assemblies to explain what bullying/ harassment is, how to prevent it, and what to do if a student is bullied/ harassed.	1.1. Principal; Guidance Counselor	1.1. Number of referrals written.	1.1. Monthly log of referrals written		
Additional Goal #1: **1. Bullying Prevention: Our goal is to decrease the number of students with excessive referrals for bullying/harassment.**	2012 Current Level :*	2013 Expected Level :*					

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	In the 2011-2012 school year, 25% of all referrals written were for bullying and harassment.	In the 2012-2013 school year the referral percentage for bullying/ harassment will decrease to 14%.					
		1.2. Students not understanding what bullying/ harassment means.	1.2. Participation in SSS	1.2. Guidance Counselor; 5th grade teachers	1.2. Number of referrals written	1.2. Monthly log of referrals written	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SSS Training	5th grade	District	5th grade teachers, guidance counselor	Sept. 2012	Observation of lessons taught	Guidance Counselor

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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
SSS Training	Substitutes	District	300.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

	Grand Total:

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

Differentiated Accountability

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

School Differentiated Accountability Status		
▫Priority	▫Focus	▫Prevent

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

School Advisory Council (SAC)

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

▫ Yes   ▫ No

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

Describe the projected use of SAC funds.	Amount

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