

# 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: Chiefland Elementary School	District Name: Levy
Principal: Angelita H. Thomas	Superintendent: Robert Hastings
SAC Chair: Michelle Sage	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.

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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	Angelita H. Thomas	Bachelor's Degree from Jacksonville University Master's Degree from St. Leo University Educational Leadership (K-12) Elementary 1-6 Middle Grades Integrated Curriculum Reading Endorsement (all grades)	0	3	<table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>Score</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td>09/10</td> <td>A</td> <td>581</td> <td>95%</td> </tr> <tr> <td>10/11</td> <td>B</td> <td>508</td> <td>74%</td> </tr> <tr> <td>11/12</td> <td>C</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Grade	Score	AYP	09/10	A	581	95%	10/11	B	508	74%	11/12	C		
Year	Grade	Score	AYP																		
09/10	A	581	95%																		
10/11	B	508	74%																		
11/12	C																				
Assistant Principal	Michael Homan	B.A. in Education (University of Florida); Master of Education in Varying Exceptionalities (University of Florida), Educational Leadership, Florida State University; Educational Leadership (all levels), English for Speakers of Other Languages (ESOL) Endorsement, Exceptional Student Education K-12, Reading Endorsement, Social Science 6-12,	0	5	<p>2004-2005 (Reading Coach Bronson Elementary) Grade...B High Standards in Reading...83% High Standards in Math...52% High Standards in Writing...50% High Standards in Science...N/A Learning Gains in Reading... 73% Learning Gains in Math...55% % of Lowest 25 Quartile Making Learning Gains in Reading...77% % of Lowest 25 Quartile Making Learning Gains in Math...N/A</p> <p>2005-2006 (Reading Coach Bronson Elementary) Grade...B High Standards in Reading...75% High Standards in Math...64% High Standards in Writing...73% High Standards in Science...N/A Learning Gains in Reading... 62% Learning Gains in Math...74% % of Lowest 25 Quartile Making Learning Gains in Reading...51% % of Lowest 25 Quartile Making Learning Gains in Math...N/A</p> <p>2006-2007 (Reading Coach Bronson Elementary) Grade...C High Standards in Reading...75%</p>																

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					<p>High Standards in Math...66%  High Standards in Writing...66%  High Standards in Science...31%  Learning Gains in Reading... 67%  Learning Gains in Math...58%  % of Lowest 25 Quartile Making Learning Gains in Reading...51%  % of Lowest 25 Quartile Making Learning Gains in Math...60%</p> <p>2007-2008 (Reading Coach Bronson Elementary)</p> <p>Grade...A  High Standards in Reading...82%  High Standards in Math...72%  High Standards in Writing...86%  High Standards in Science...55%  Learning Gains in Reading... 71%  Learning Gains in Math...70%  % of Lowest 25 Quartile Making Learning Gains in Reading...63%  % of Lowest 25 Quartile Making Learning Gains in Math...73%</p> <p>2008-2009 (Assistant Principal Bronson Elementary)</p> <p>Grade...A  High Standards in Reading...73%  High Standards in Math...72%  High Standards in Writing...88%  High Standards in Science...51%  Learning Gains in Reading... 67%  Learning Gains in Math...63%  % of Lowest 25 Quartile Making Learning Gains in Reading...60%  % of Lowest 25 Quartile Making Learning Gains in Math...70%</p> <p>2009-2010 (Assistant Principal Bronson Elementary)</p> <p>Grade...C  High Standards in Reading...68%  High Standards in Math...66%  High Standards in Writing...88%  High Standards in Science...48%  Learning Gains in Reading...56 %  Learning Gains in Math...52%  % of Lowest 25 Quartile Making Learning Gains in Reading...50%</p>
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					<p>% of Lowest 25 Quartile Making Learning Gains in Math...51%</p> <p>2010-2011 (Assistant Principal Bronson Elementary)</p> <p>Grade...B</p> <p>High Standards in Reading...70%</p> <p>High Standards in Math...68%</p> <p>High Standards in Writing...89%</p> <p>High Standards in Science...37%</p> <p>Learning Gains in Reading...62%</p> <p>Learning Gains in Math...60%</p> <p>% of Lowest 25 Quartile Making Learning Gains in Reading...79%</p> <p>% of Lowest 25 Quartile Making Learning Gains in Math...56%</p> <p>2010-2011 (Assistant Principal Bronson Elementary)</p>
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sandra Roberts	Masters in Reading K-12; Bachelors in Elementary Education 1-6	20	8	2011-2012: Grade C 2010-2011: Grade B 2009-2010: Grade A. Reading Mastery Lv 3 and above; 77%, Increase Reading Mastery at Lv 4/5; 31% Learning Gains; 67%, Lowest 25% Gains; 51%; Subgroups not making AYP; Economically Disadvantaged and SWD. 2008-2009: Grade A. Reading Mastery: 76%, Learning Gains: 64%, Lowest 25% Gains: 57%. Black, FRPL, and SWD did not make AYP in reading. 2007-2008: Grade B. Reading Mastery: 81%, Learning Gains: 64%, Lowest 25% Gains: 61%. SWD did not make AYP in reading. 2006-2007: Grade A. Reading Mastery: 77%, Learning Gains: 67%, Lowest 25% Gains: 59%. Blacks did not make AYP in reading. 2005-2006: Grade B. Reading Mastery: 77%, Learning Gains: 60%, Lowest 25% Gains: 63%. SWD did not make AYP in reading. 2004-2005: Grade C. Reading Mastery: 72%, Learning Gains: 57%, Lowest 25% Gains: 48%. Black, and SWD did not make AYP in reading. 2003-2004: Grade A. Reading Mastery: 76%, Learning Gains: 65%, Lowest 25% Gains: 60%. SWD did not make AYP in reading.
RTI	Frances (Michelle) Walker-Crawford	Bachelor Science Agriculture Education 6-12; ESE 6-12; Reading Endorsement; Master of Science Agriculture Education	7	9	05-06 A 06-07 C 07-08 B 08-09 C 09-10 B 10-11 A 11-12 Pending

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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
1. Classroom visits and meetings with new teachers	Administration	On-going
2. Attend and participate in district sponsored and University sponsored recruitment fairs	Administration	May 2013
3. New teachers are assigned a veteran teacher as a peer	Staff	On-going
4. Search on-line educational web sites (state and national) for highly qualified teachers who are seeking employment	Administration	May 2013
5. Clinical Training is offered to our teachers in order that they may supervise interns. We have actively recruited and hired former interns.	Staff	On-going

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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
<p style="text-align: center;">2 instructional staff 0 paraprofessionals</p>	<p>We will provide information to teachers when courses they need to take are available, assist in helping them enroll in the classes, and provide study guides for any exams they need to pass.</p>

***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
52	3	9	27	27	20	52	14	2	25

***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
Linda Keller	Rikki Richardson	Grade level teacher who has shown effective instructional strategies and student progress	Our teachers will be assigned mentors during their first two years of teaching. The mentors must have Clinical Education Training. The district also provided a teacher induction training this year for beginning teachers and second year Alternative Certification teachers.



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			<p>The emphasis was to give them insight into building classroom procedures that will reduce discipline and make the most effective use of instructional time as well as designing a classroom environment that is conducive to learning.</p> <p>The mentors also received training in ways to communicate with their beginning teachers in order to help them become reflective practitioners. These mentors have a checklist of items to cover each month with their beginning teachers to make sure that the new teachers are receiving the information they need in the time that the subject is most pertinent. These topics are divided into the four domains based upon Charlotte Danielson's work as well as our evaluation system.</p>
Cynthia Hughes	AnnMarie Incorvaia	Grade level teacher who has shown effective instructional strategies and student progress	<p>Our teachers will be assigned mentors during their first two years of teaching. The mentors must have Clinical Education Training. The district also provided a teacher induction training this year for beginning teachers and second year Alternative Certification teachers. The emphasis was to give them insight into building classroom procedures that will reduce discipline and make the most effective use of instructional time as well as designing a classroom environment that is conducive to learning.</p> <p>The mentors also received training in ways to communicate with their beginning teachers in order to help them become reflective practitioners. These mentors have a checklist of items to cover each month with their beginning teachers to make sure that the new teachers are receiving</p>

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			the information they need in in the time that the subject is most pertinent. These topics are divided into the four domains based upon Charlotte Danielson's work as well as our evaluation system.
Christy Jones	Christina Story	ESE teacher who has shown effective instructional and behavioral strategies	<p>Our teachers will be assigned mentors during their first two years of teaching. The mentors must have Clinical Education Training. The district also provided a teacher induction training this year for beginning teachers and second year Alternative Certification teachers. The emphasis was to give them insight into building classroom procedures that will reduce discipline and make the most effective use of instructional time as well as designing a classroom environment that is conducive to learning.</p> <p>The mentors also received training in ways to communicate with their beginning teachers in order to help them become reflective practitioners. These mentors have a checklist of items to cover each month with their beginning teachers to make sure that the new teachers are receiving the information they need in in the time that the subject is most pertinent. These topics are divided into the four domains based upon Charlotte Danielson's work as well as our evaluation system.</p>
Lena Weatherford	Bessie Clark	Grade level teacher who has shown effective instructional strategies and student progress	Our teachers will be assigned mentors during their first two years of teaching. The mentors must have Clinical Education Training. The district also provided a teacher induction training this year for beginning teachers and second year Alternative Certification teachers.

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			<p>The emphasis was to give them insight into building classroom procedures that will reduce discipline and make the most effective use of instructional time as well as designing a classroom environment that is conducive to learning.</p> <p>The mentors also received training in ways to communicate with their beginning teachers in order to help them become reflective practitioners. These mentors have a checklist of items to cover each month with their beginning teachers to make sure that the new teachers are receiving the information they need in the time that the subject is most pertinent. These topics are divided into the four domains based upon Charlotte Danielson's work as well as our evaluation system.</p>
<p>Louvenia Robinson-Sloan</p>	<p>Bethany Mayo</p>	<p>Grade level teacher who shown effective instructional strategies and student progress</p>	<p>Our teachers will be assigned mentors during their first two years of teaching. The mentors must have Clinical Education Training. The district also provided a teacher induction training this year for beginning teachers and second year Alternative Certification teachers. The emphasis was to give them insight into building classroom procedures that will reduce discipline and make the most effective use of instructional time as well as designing a classroom environment that is conducive to learning.</p> <p>The mentors also received training in ways to communicate with their beginning teachers in order to help them become reflective practitioners. These mentors have a checklist of items to cover each month with their beginning teachers to make sure</p>

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			that the new teachers are receiving the information they need in in the time that the subject is most pertinent. These topics are divided into the four domains based upon Charlotte Danielson's work as well as our evaluation system.
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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 Services are provided to ensure students requiring additional remediation are assisted through after-school programs for SES tutoring. The school ensures the use of Title 1, Part A funds are used in school wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process in the spring to determine the needs and budget for the upcoming year. After FCAT scores come in the administration and staff review the decisions made in the spring to determine what if any changes need to be made to assist student's academic achievement. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D These funds supported Forestry Youth Development Center, Levy does not receive these funds any longer.
Title II The first subpart is technology, the other part is professional development for principals and teachers.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless District Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers in third grade.
Violence Prevention Programs N/A
Nutrition Programs The District provides a Wellness Plan that guides the school in developing their Wellness Plan.
Housing Programs N/A
Head Start The school supports a Head Start program providing space and services.
Adult Education N/A
Career and Technical Education N/A

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Job Training N/A
Other

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

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### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support through budgetary decisions and evaluation of implementation and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Brokers technology necessary to manage and display data; ensures professional development and technical support to teachers and staff regarding data management and display is available.

Instructional Coach(es) Reading Coach and RTI Facilitator:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The core team (RTI Facilitator, Guidance Counselor, Reading Coach, and Principal) will meet twice a 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 also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Members of the core team also participate in the following school based meetings: Professional Learning Communities, Literacy Leadership Team, Data Day to organize/coordinate RtI efforts.

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 Problem Solving Team works as a team to help prescribe specific interventions using student data and using the problem solving method. The team meets every two weeks to monitor Tier 1, Tier 2 and more often for Tier 3 services. Decisions are then made regarding continued intervention, intensified interventions, or removal of interventions. These meetings include data analysis and intervention design/implementation with fidelity.



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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: Progress Monitoring and Reporting Network (PMRN) for Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), NEFEC FCAT Navigator and Navigator Plus, District Assessments, STAR, and Gates Progress Monitoring: Content Area Mini Assessments, Levy Interim Assessments (LIA), Florida Assessments for Instruction in Reading (FAIR) Midyear: Florida Assessments for Instruction in Reading (FAIR), Content Area Mini Assessments, District Assessments, Gates, and STAR End of year: FAIR, FCAT, STAR, District Assessments, Gates, and Content Area Mini Assessments (End of Year Grades) Frequency of Data Days: once a month for data analysis
Describe the plan to train staff on MTSS.  Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team meetings.
Describe the plan to support MTSS.  Administration along with the RtI teacher and reading coach will meet frequently with teachers to discuss the process, materials being used and the appropriate placement of students. Meeting will also be held with parents in a timely manner to ensure that parents understand the process and are an involved member of the team making decisions concerning their child's progress.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).  Angelita Thomas, Michael Homan, Sandra Roberts, Michelle Crawford, Denise Cowart, Jane Mitchell, Pam Hatch, Tammy Crosby, Lori Thomas, & Marianne Lundy.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  The LLT has scheduled monthly meetings to discuss the school wide targeted reading initiatives; RtI, FCIM, Explicit Teaching Model, Junior Great Books, Max Thompson's Strategies for 90, 90, 90 schools including Comprehension Connections, and Lesson Study. The LLT gives input and suggestions in how to most effectively initiate these models with fidelity, and follow up includes analysis of their effectiveness with appropriate feedback. Principal Patrice McCully leads the group by delegating assignments, and determining the focus for the group based on student and staff needs.
What will be the major initiatives of the LLT this year?  To focus on increasing student achievement. The LLT will discuss and analyze the effectiveness of the targeted reading initiatives; RtI, FCIM, Explicit Teaching Model, Team READ from NEFEC which will include Junior Great Books, Max Thompson's Strategies for 90, 90, 90 schools including Comprehension Connections and Lesson Study. Implement School Wide Motivational Independent Reading program to include book clubs, reading challenges, and new AR strategies.

### *Public School Choice*

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

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

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*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.

Early Childhood teachers will be more involved with professional development opportunities. The administration will develop a plan to allow time for the Early Childhood teachers to meet with Kindergarten teachers to discuss vertical alignment and expectations. Our school administrators communicate with the local day cares sharing our school's expectations with their staff. During the month of May, learning strategies and activities will be sent to any parent that we are aware of in our community with a four year-old child providing information for the parent to use with their child prior to enrollment in our school for the following year. Students in our VPK program receive an explicit curriculum that is developmentally appropriate. FLKRS is administered to all Kindergarten students to evaluate the VPK students to determine their readiness for beginning Kindergarten. This is used as a monitor for the program to determine the success of the "early readiness curriculum" being delivered. VPK students also participate in our Kindergarten Round Up for early screening to determine placement needs for the upcoming school year for kindergarten.

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

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

N/A

### *\*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?

N/A

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?

N/A

### *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](#).

N/A

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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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. High complexity lessons are not used enough throughout the day.	1A.1. Reading Coach will provide professional development on the Common Core, specifically the CIP and how to use complex text throughout the day in all content areas.	1A.1. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	1A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	1A.1. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 30th, 2013 - the percentage of ALL students who score proficient in reading will increase from 50% to 55%.	50%(167)	55% (200)					
			1A.2. Lessons for re-teaching during the "core" need to be more targeted and differentiated.	1A.2. Reading coach/RTI coach will provide teachers with assistance in targeting skills for groups. Varied Book Studies in grade levels will be made available to support teachers and provide them with more strategies.	1A.2. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	1A.2 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	1A.2. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
			1A.3 A system must be established by the administration for supplemental programs including CIM checks, DIP, Rosetta Stone, and Waterford.	1A.3. The use of these programs will be monitored during CWT's, monitoring of schedules, technology usage reports, and lesson plans.	1A.3. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	1A.3 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	1A.3. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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<b>Reading Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Lack of critical thinking activities to promote active student engagement and higher order questioning.	2A.1. Continue serving gifted and talented students through an enrichment intervention group with the gifted teacher.  Teachers will plan and implement engaging and enriching lessons during the ninety minute reading block. These lessons will be differentiated with complex text embedded throughout all subject areas.	2A.1. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	2A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	2A.1. Students will be evaluated through bi- weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
<b>Reading Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
CES population will increase the mean score for students scoring level 4 or 5 by five percentage points on the 2012 Reading FCAT.	35% (122)	40%(146)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Reading Goal #2B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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	
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>		3A.1. Lessons during the re-teach of the "core" must be differentiated based on student need.	<p>3A.1. Teachers will use research based programs such as DIP with fidelity during the core to close the achievement gap.</p> <p>Utilize the FCRR and Just Read Florida on line resources to assist in planning focused lessons for student support.</p> <p>After school tutoring will be offered for all students scoring a level 1 or 2 on the FCAT 2.0 Reading Assessment. Preview and Acceleration will be the focus.</p> <p>Teachers will maintain high expectations for students and include opportunities for students to participate in rigorous tasks. This will include the use of complex text in all subject areas.</p> <p>Teachers will include instruction in the five components of reading, using research based curriculum from the Macmillan McGraw-Hill reading series or other approved programs.</p> <p>Monitor student progress and utilize the RtI process with fidelity to improve students' achievement and identify student needs.</p>	3A.1. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	3A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	3A.1. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.	
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>						<u>2013 Expected Level of Performance:</u>
By June 30th, 2013 the percentage of students making learning gains in reading will increase from 65% to 70%.	65% (133)						70%(166)
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	

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Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Lessons during the re-teach of the "core" must be differentiated based on student need.	<p>4A.1. Teachers will use research based programs such as DIP with fidelity during the core to close the achievement gap.</p> <p>Utilize the FCRR and Just Read Florida on line resources to assist in planning focused lessons for student support.</p> <p>After school tutoring will be offered for all students scoring a level 1 or 2 on the FCAT 2.0 Reading Assessment. Preview and Acceleration will be the focus.</p> <p>Teachers will maintain high expectations for students and include opportunities for students to participate in rigorous tasks. This will include the use of complex text in all subject areas.</p> <p>Teachers will include instruction in the five components of reading, using research based curriculum from the Macmillan McGraw-Hill reading series or other approved programs.</p> <p>Monitor student progress and utilize the RTI process with fidelity to improve students' achievement and identify student needs.</p>	4A.1. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	4A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	4A.1. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 30th 2013, the percentage of students in the Lower Quartile making Learning Gains will increase from 69% to 75%.	69% (24)	75%(44)					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Reading Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>																		
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													
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <b>Reading Goal #5B:</b> By June 30th, 2013 the percentage of White students who score proficient in reading will increase from 53% to 58%; By June 30th, 2013 the percentage of Black students who score proficient in reading will increase from 28% to 33%.		5B.1. Loss of class time due to problems with discipline.  5B.2. Students in different groups may have a hard time understanding the curriculum the school is using and possibly not understand in depth the expectations students must reach.	5B.1. Professional development will be provided by the Assistant Principal for teachers that will specifically address how to improve classroom management.  School wide PBS will be implemented with the goal of keeping students in the classroom.  5B.2. Provide in-service trainings for parents at different times to educate them in specific curriculum used with their child as well as provide information on the common core and expectations for students.  Training provided for parents in how to access skyward to view grades.  Teachers and staff will provide an environment that is culturally friendly, literature that is diverse and opportunities for diverse leaders to participate in literacy programs.  Teachers and staff will attend	5B.1. Principal and Assistant Principal will monitor using CWT's, and Skyward discipline reports.  5B.2. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	5B.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings. PBS team will monitor discipline data.  5B.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	5B.1. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.  Skyward discipline reports.  5B.2. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.													
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White:53% (134)</td> <td>White:58% (153)</td> </tr> <tr> <td>Black28% (13)</td> <td>Black:33% (18)</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:53% (134)	White:58% (153)	Black28% (13)	Black:33% (18)	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
White:53% (134)	White:58% (153)																		
Black28% (13)	Black:33% (18)																		
Hispanic:	Hispanic:																		
Asian:	Asian:																		
American Indian:	American Indian:																		

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 Rule 6A-1.099811  
 Revised April 29, 2011

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			professional development through in-services or PD-360 focused on improving instruction for struggling students and language development.			
		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
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1	5C.1	5C.1.	5C.1	5C.1.Students will be evaluated annually using CELLA and/or Idea Proficiency Tests
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Lessons for SWD students must be targeted and based on their needs while also including rigor.	5D.1. Regular education and ESE teachers will work together to develop lessons that will Preview/Accelerate content for students.  Opportunities for tutoring after school will be provided.  SWD students will be provided with continuous exposure to complex text with appropriate support as determined by the IEP team.	5D.1. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach and ESE teachers as needed.	5D.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	5D.1. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
<u>Reading Goal #5D:</u>  By June 30th, 2013 the percentage of Students With Disabilities who score proficient in reading will increase from 11% to 15%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	11% (5)	15%(13)					
			5D.2. Many SWD read two or three grade levels below where they should be. Teachers struggle with how to support this gap.	5D.2.All teachers will be provided with continuous professional development in supplemental programs that will assist students in making gains in reading to approach their grade level.  SWD students will be monitored as a subgroup at all data meetings.  SWD students will be provided with continuous exposure to complex text with appropriate support as determined by the IEP	5D.2. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach and ESE teachers as needed.	5D.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	5D.2. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.

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			team.			
		5D.3. Determined accommodations for SWD students must be implemented by all teachers who work with the student.	5D.3. Teachers will utilize outside agencies such as MDTP, FDLRS and SEDNET, for additional support and strategies for working with learning disabled students.  Opportunities for tutoring after school will be provided.  ESE teachers and paraprofessionals will provide additional support for learning disabled and struggling students within the regular classroom setting as needed.	5D.3. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach and ESE teachers as needed.	5D.3. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	5D.3. Students will be evaluated through bi- weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.

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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
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Lessons during the re-teach of the "core" must be differentiated based on student need.	<p>5E.1. Teachers will use research based programs such as DIP with fidelity during the core to close the achievement gap.</p> <p>Utilize the FCRR and Just Read Florida on line resources to assist in planning focused lessons for student support.</p> <p>After school tutoring will be offered for all students scoring a level 1 or 2 on the FCAT 2.0 Reading Assessment. Preview and Acceleration will be the focus.</p> <p>Teachers will maintain high expectations for students and include opportunities for students to participate in rigorous tasks. This will include the use of complex text in all subject areas.</p> <p>Teachers will include instruction in the five components of reading, using research based curriculum from the Macmillan McGraw-Hill reading series or other approved programs.</p> <p>Monitor student progress and utilize the RTI process with fidelity to improve students' achievement and identify student needs.</p>	5E.1. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	5E.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	5E.1. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 30th, 2013 the percentage of Economically Disadvantaged students who score proficient in reading will increase from 40% to 50%.	40% (91)	45%(106)					
			5E.2. Parents' ability to participate in school events on campus, due to transportation and work schedules.	<p>5E.2. 2 Provide in-service trainings for parents at different times to educate them in specific curriculum used with their child as well as provide information on the common core and expectations for students.</p> <p>Training provided for parents in how to access skyward to view grades.</p>	5E.2. Principal and Assistant Principal will monitor with feedback from Reading Coach/RTI coach as needed.	5E.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year through the use of grade level data meetings and PST meetings.	5E.2. Students will be evaluated through bi-weekly CIM assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
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**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Increase the percentage of teachers who are proficient in using the Comprehension Instructional Sequence Model and thus increasing student achievement in reading comprehension in grades 3, 4, & 5.	3-5/Reading	District Lead team  School level Lead teams Collaborative focus plan	Grades 3-5 Reading Teachers	Early Release meetings (monthly)	By June 10th 2013- The percentage of CES faculty that will have participated in professional development and included CIS strategies into their lesson plans will increase from 10% to 30%	Administration, Reading Coach, RtI Teacher
Increase teacher effectiveness with phonics proficiency in phonics instruction.( 65% of students scoring proficient)	K-5/Phonics	Reading Coach	Grades K-5 Reading Teachers	Independent online component required by 8/14/12; PD Day on 8/14/12 and 10/23/12. Follow up provided as needed on campus by Reading Coach/Admin.	By June 10th, 2013 – 30% of the CES faculty will have participated in professional development in researched based phonics instruction and student scores on FAIR Spelling and Word Analysis will increase in 2nd grade from 12% to 25%; in 3rd grade from 29% to 40%; in 4th grade from 38% to 50%	Administration, Reading Coach, RtI Teacher

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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)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Phonics Instruction	Anchor Learning/Discovery Phonics - Teacher/Student materials	Title I	\$14,263.00
			<b>Subtotal: \$14,263.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Progress Monitoring	Lexia - hosting and support	Title I	\$2,437.00
Progress Monitoring	Anchor Learning/Discovery Phonics - site license	Title I	\$13,520.00
Progress Monitoring	Earobics - Licenses	Title I	\$1,012.00
Progress Monitoring	Accelerated Reading & STAR Reading	Title I	\$5,125.00
			<b>Subtotal: \$22,094.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount



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Phonics Instruction	Anchor Learning/Discovery Phonics - PD 8/14/12 - Grades K-2 and ESE	Title I	\$1,650.00
			<b>Subtotal:</b> \$1,650.00
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Extended day	Tutoring (non-SES)	Title I	\$11,145.00
			<b>Subtotal:</b> \$11,145.00
			<b>Total: \$49,152.00</b>

*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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Appropriate utilization of the Rosetta Stone Program.	1.1. ELL Aide will pull ELL students during a 30 min RtI block where they will be placed on Rosetta 5 days a week for a total of 150 minutes per week.	1.1. ELL Coordinator, ELL Aide, and Administration will monitor student progress and the effectiveness of strategies.	1.1 .Student's progress toward proficiency in English Language acquisition will be monitored through the progress monitoring tools on Rosetta Stone.	1.1. Students will be evaluated annually using CELLA and/or Idea Proficiency Tests.
<b>CELLA Goal #1:</b> By June 30 <sup>th</sup> , 2013 the percentage of English Language Learners achieving proficiency on the Comprehensive English Language Learning Assessment will increase from 49% to 54%.	2012 Current Percent of Students Proficient in Listening/Speaking: 49% (18)					
		1.2. The lack of parental involvement in the planning and collaboration of students' education.	1.2. Continuing to provide parents with information and notices in their Native Language.	1.2. ELL Coordinator, ELL Aide, and Administration will monitor student progress and the effectiveness of strategies	1.2. Student progress toward proficiency in English Language acquisition will be monitored through the progress monitoring tools on Rosetta Stone.	1.2. Students will be evaluated annually using CELLA and/or Idea Proficiency Tests
		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
<b>2. Students scoring proficient in reading.</b>		2.1. Appropriate utilization of the Rosetta Stone Program.	2.1. ELL Aide will pull ELL students during a 30 min RtI block where they will be placed on Rosetta 5 days a week for a total of 150 minutes per week.	2.1. ELL Coordinator, ELL Aide, and Administration will monitor student progress and the effectiveness of strategies.	2.1 .Student's progress toward proficiency in English Language acquisition will be monitored through the progress monitoring tools on Rosetta Stone.	2.1. Students will be evaluated annually using CELLA and/or Idea Proficiency Tests.
<b>CELLA Goal #2:</b> By June 30 <sup>th</sup> , 2013 the percentage of English Language Learners achieving proficiency on the Comprehensive English Language Learning Assessment will increase from 30% to 35%.	2012 Current Percent of Students Proficient in Reading: 30% (11)					
		2.2. The lack of parental involvement in the planning and collaboration of students' education.	2.2. Continuing to provide parents with information and notices in their Native Language.	2.2. ELL Coordinator, ELL Aide, and Administration will monitor student progress and the effectiveness of strategies	2.2. Student progress toward proficiency in English Language acquisition will be monitored through the progress monitoring tools on Rosetta Stone.	2.2. Students will be evaluated annually using CELLA and/or Idea Proficiency Tests
		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
<b>3. Students scoring proficient in writing.</b>		2.1. Appropriate utilization of the Rosetta Stone Program.	2.1. ELL Aide will pull ELL students during a 30 min RtI block where they will be placed on Rosetta 5 days a week for a total of 150 minutes per week.	2.1. ELL Coordinator, ELL Aide, and Administration will monitor student progress and the effectiveness of strategies.	2.1. Student progress toward proficiency in English Language acquisition will be monitored through the progress monitoring tools on Rosetta Stone.	2.1. Students will be evaluated annually using CELLA and/or Idea Proficiency Tests.
<b>CELLA Goal #3:</b>  By June 30 <sup>th</sup> , 2013 the percentage of English Language Learners achieving proficiency on the Comprehensive English Language Learning Assessment will increase from 18% to 22%.	<b>2012 Current Percent of Students Proficient in Writing :</b>  18% (13)					
		2.2. The lack of parental involvement in the planning and collaboration of students' education.	2.2. Continuing to provide parents with information and notices in their Native Language.	2.2. ELL Coordinator, ELL Aide, and Administration will monitor student progress and the effectiveness of strategies.	2.2. Student progress toward proficiency in English Language acquisition will be monitored through the progress monitoring tools on Rosetta Stone.	2.2. Students will be evaluated annually using CELLA and/or Idea Proficiency Tests.
		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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CELLA Goals*

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

**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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Students reading ability, vocabulary knowledge will hinder their understanding of word problems.	1A.1. Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.  Teachers will use FCAT/Academic language during daily activities.  The school website will provide multiple resources for students and parents to use at home.  The parent resource room will include materials for parents to use at home.	1A.1. Administration will monitor student progress and the effectiveness of strategies.	1A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	1A.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 30th, 2013 the percentage of ALL students who score proficient in math will increase from 45% to 50%.	45% (149)	50% (161)					
			1A.2. Students' learning gaps and lack of basic math foundations.	1A.2. Students will receive instruction in targeted areas of need during intervention.	1A.2. Administration will monitor student progress and the effectiveness of strategies.	1A.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	1A.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1 Lack of rigor and content not taught to needed depth.	2A.1. Provide opportunities for students to complete projects to demonstrate knowledge of various skills throughout all content areas.  Teachers will participate in professional development on adding rigor to their math lessons.  Teachers will participate in lesson studies.	2A.1. Administration will monitor student progress and the effectiveness of strategies.	2A.1 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	2A.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
CES population will increase the mean score for students scoring level 4 or 5 by five percentage points on the 2012 Math FCAT.	30%	35%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			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>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1 Students reading ability, vocabulary knowledge will hinder their understanding of word problems.	3A.1. After school tutoring will be offered for all students scoring a level 1 or 2 on the FCAT 2.0 Math Assessment in 4 <sup>th</sup> and 5 <sup>th</sup> grades.  Provide extra support for struggling students during the sixty minute math block and intervention time.  Teachers will maintain high expectations for students and include opportunities for students to participate in rigorous tasks, even if they are difficult for them.	3A.1. Administration will monitor student progress and the effectiveness of strategies.	3A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	3A.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<u>Mathematics Goal #3A:</u>  By June 30th, 2013 the percentage of students making learning gains in math will increase from 51% to 55%.	<u>2012 Current Level of Performance:*</u>  51% (98)	<u>2013 Expected Level of Performance:*</u>  55%(105)					
			3A.2. Lack of rigor and content not taught to needed depth.	3A.2. Provide opportunities for students to complete projects to demonstrate knowledge of various skills throughout all content areas.  Teachers will participate in professional development on adding rigor to their math lessons.  Teachers will participate in lesson studies.	3A.2. Administration will monitor student progress and the effectiveness of strategies.	3A.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	3A.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1. Students processing deficiencies, lack of background knowledge and learning gaps hindered success.	4A.1 Students will receive instruction in targeted, identified areas during intervention, and teachers will participate in lesson studies.	4A.1. Administration will monitor student progress and the effectiveness of strategies.	4A.1 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	4A.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<b>Mathematics Goal #4:</b> By June 30th, 2013 the percentage of students in the Lower Quartile making learning gains will increase from 36% to 50%.	2012 Current Level of Performance: * 36% (16)	2013 Expected Level of Performance: * 50%(22)					
			4A.2 Students reading ability, vocabulary knowledge will hinder their understanding of word problems.	4A.2. Students will receive instruction in targeted, identified areas during intervention, and teachers will participate in lesson studies.	4A.2 Administration will monitor student progress and the effectiveness of strategies.	4A.2 1 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	4A.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
			4A.3. Lack of rigor and content not taught to needed depth.	4A.3 Students will receive instruction in targeted, identified areas during intervention, and teachers will participate in lesson studies.	4A.3. Administration will monitor student progress and the effectiveness of strategies.	4A.3 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	4A.3. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.

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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
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b> By June 30th, 2013 the percentage of WHITE students who score proficient in math will increase from 48% to 53%; By June 30th, 2013 the percentage of Black students who score proficient in math will increase from 27% to 32%.			5B.1. Students reading ability, vocabulary knowledge will hinder their understanding of word problems.	5B.1. Teachers and staff will provide an environment that is culturally friendly, math literature that is diverse and opportunities for diverse leaders to participate in motivational programs.  Teachers and staff will attend professional development through in-services or PD-360 focused on improving and differentiating instruction for struggling students.  Teachers will invite parents to attend conferences, parent workshops, and Literacy Night through the use of the newsletter, phone calls, and planners.	5B.1. Administration will monitor student progress and the effectiveness of strategies	5B.1 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5B.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.	
			5B.2. Students' learning gaps and lack of basic math foundations.	5B.2. Teachers and staff will provide an environment that is culturally friendly, math literature that is diverse and opportunities for diverse leaders to participate in motivational programs.  Teachers and staff will attend professional development through in-services or PD-360 focused on improving and differentiating	5B.2. Administration will monitor student progress and the effectiveness of strategies.	5B.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5B.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.	

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			<p>instruction for struggling students.</p> <p>Teachers will invite parents to attend conferences, parent workshops, and Literacy Night through the use of the newsletter, phone calls, and planners.</p>			
		<p>5B.3 Lack of rigor and content not taught to needed depth.</p>	<p>5B.3. Teachers and staff will provide an environment that is culturally friendly, math literature that is diverse and opportunities for diverse leaders to participate in motivational programs.</p> <p>Teachers and staff will attend professional development through in-services or PD-360 focused on improving and differentiating instruction for struggling students.</p> <p>Teachers will invite parents to attend conferences, parent workshops, and Literacy Night through the use of the newsletter, phone calls, and planners.</p>	<p>5B.3. Administration will monitor student progress and the effectiveness of strategies.</p>	<p>5B.3. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.</p>	<p>5B.3. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.</p>

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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
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Students processing deficiencies, lack of background knowledge and learning gaps hindered success.	5D.1. ESE teachers will meet with parents, regular education teachers, administration, the reading coach, RTI coach, or any other faculty member needed to write an Individualized Educational Plan (IEP) for students with disabilities.  Teachers and staff will work in conjunction with CARD to provide strategies for success with Autistic Spectrum Disorder.  Teachers will utilize outside agencies such as MDTP, FDLRS and SEDNET, for additional support and strategies for working with learning disabled students.  Teachers will review IEPs and keep them in lesson plan books for easy access during planning.  ESE teachers and paraprofessionals will provide additional support for learning disabled and struggling	5D.1. Administration will monitor student progress and the effectiveness of strategies.	5D.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5D.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<b>Mathematics Goal #5D:</b>  By June 30th, 2013 the percentage of Students with Disabilities who score proficient in math will increase from 13% to 18%.	<b>2012 Current Level of Performance:*</b>  13% (6)	<b>2013 Expected Level of Performance:*</b>  18%(8)					

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			<p>students within the regular classroom setting.</p> <p>The ESE department will provide professional development on processing deficiencies during data days in August and review of additional strategies and resources available for learning disabled students.</p>			
		5D.2. Students reading ability, vocabulary knowledge will hinder their understanding of word problems.	5D.2. Students will receive instruction in targeted, identified areas during intervention, and teachers will participate in lesson studies.	5D.2. Administration will monitor student progress and the effectiveness of strategies.	5D.2 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5D.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
		5D.3. Lack of rigor and content not taught to needed depth.	<p>5D.3. Provide opportunities for students to complete projects to demonstrate knowledge of various skills throughout all content areas.</p> <p>Teachers will participate in professional development on adding rigor to their math lessons.</p> <p>Teachers will participate in lesson studies.</p>	5D.3. Administration will monitor student progress and the effectiveness of strategies.	5D.3 Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5D.3. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.

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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
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Parents' ability to participate in school events on campus, due to transportation and work schedules.	5E.1. The school will collect and disseminate donated supplies from churches and local organizations.  Students will be invited to participate in SES tutoring and/or school based tutoring.	5E.1. Administration will monitor student progress and the effectiveness of strategies.	5E.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5E.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.
<b>Mathematics Goal #5E:</b>  By June 30th, 2012 the percentage of Economically Disadvantaged students who score proficient in math will increase from 35% - 40%.	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	35% (80)	40%(91)	5E.2. Excessive absences and tardies impact the achievement of students.	5E.2. PST meetings will be set up with the parent and school for any student with excessive tardies or absences.	5E.2. Administration will monitor student progress and the effectiveness of strategies.	5E.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	5E.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT 2.0 Math Assessment.

*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]).

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Mathematics Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>								
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
2012 Current Level of Performance: *  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: *  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.		
		5B.3.	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
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

*End of Middle School Mathematics Goals*

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

**Florida Alternate Assessment High School Mathematics Goals**

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

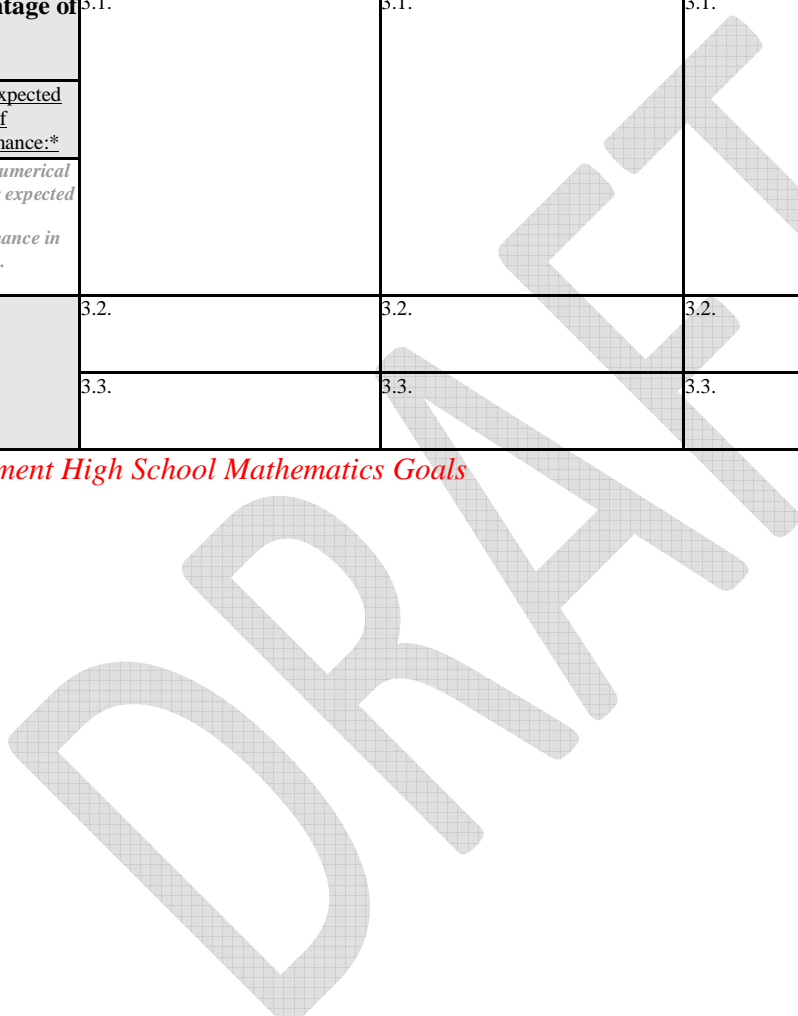
<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.



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

*End of Florida Alternate Assessment High School Mathematics Goals*



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

**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
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
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	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> 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.	

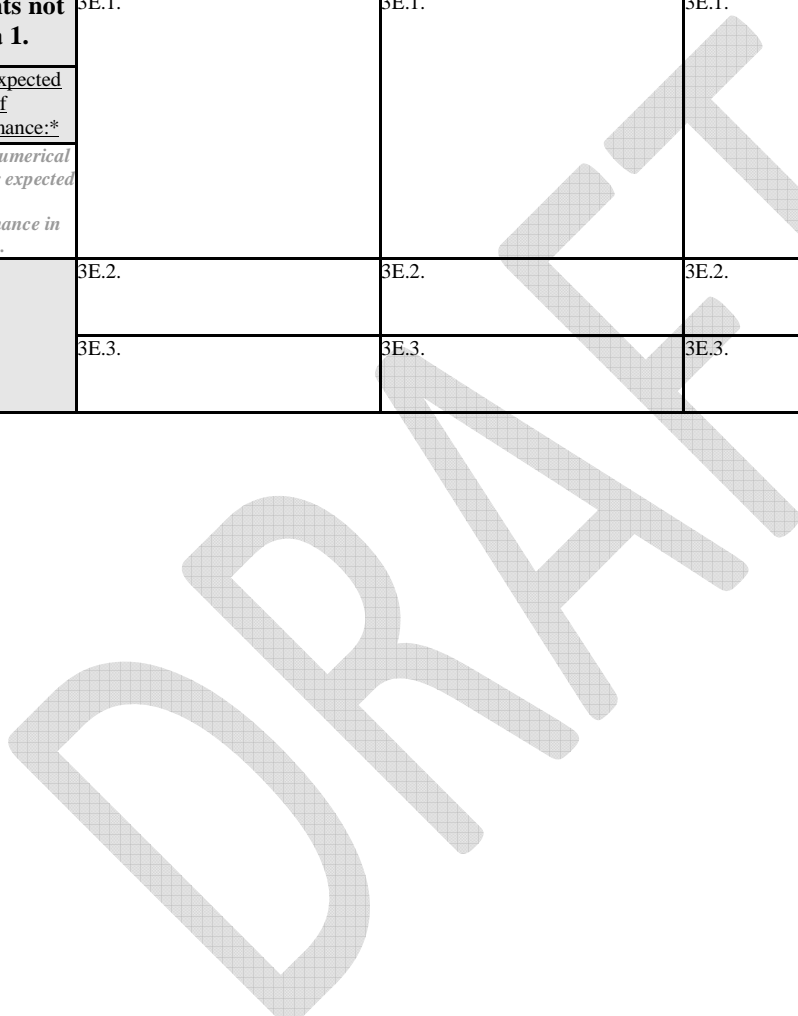
**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Algebra 1 Goal #3E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*



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

**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
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2011-2012</b>							
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	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>  <b>Geometry Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i> 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.

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

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



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

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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Geometry Goal #3E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Lesson Study	Grades 3, 4, & 5	Reading Coach, RtI teacher, Middle School math teacher	Grades 3, 4, and 5	1 time per week for 9 weeks starting in October.	Classroom walk-thrus, lesson plans	Administration

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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1. Reading fluency and comprehension of Science related materials.	1A.1. Science objectives and essential questions will be communicated to parents via classroom newsletters and email.  Students will participate in a variety of experiments, explorations, demonstrations, and investigations in order to gain an understanding of the nature of Science.  Students will have an opportunity to lead small and whole group think-alouds.  Student data from Levy County Interim Assessments will be used to determine classroom focus.  Teachers will participate in Lesson Studies.  SUMS Science kits will be correlated to test item specifications and focus will be on tested benchmarks.  Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.  Teachers will use FCAT/Academic language during daily activities.	1A.1. Administration will monitor student progress and the effectiveness of strategies.	1A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	1A.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT Science Assessment (5 <sup>th</sup> ).
<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
By June 30th, 2013 the percentage of students making high standards in science will increase from 46% to 55%.	46% (52)	55%(63)					

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

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

		<p>1A.2. Students lack background knowledge and experience with science materials and content.</p>	<p>1A.2. Science objectives and essential questions will be communicated to parents via classroom newsletters and emails.</p> <p>Students will participate in a variety of experiments, explorations, demonstrations, and investigations in order to gain an understanding of the nature of Science.</p> <p>Students will have an opportunity to lead small and whole group think-alouds.</p> <p>Student data from Levy County Interim Assessments will be used to determine classroom focus.</p> <p>Teachers will participate in Lesson Studies.</p> <p>SUMS Science kits will be correlated to test item specifications and focus will be on tested benchmarks.</p> <p>Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.</p> <p>Teachers will use FCAT/Academic language during daily activities.</p>	<p>1A.2. Administration will monitor student progress and the effectiveness of strategies.</p>	<p>1A.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.</p>	<p>1A.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT Science Assessment (5<sup>th</sup>).</p>
		<p>1A.3. Students' level of independent critical thinking about science.</p>	<p>1A.3. Science objectives and essential questions will be communicated to parents via classroom newsletters and email.</p> <p>Students will participate in a variety of experiments, explorations, demonstrations, and investigations in order to gain an understanding of the nature of Science.</p>	<p>1A.3. Administration will monitor student progress and the effectiveness of strategies.</p>	<p>1A.3. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.</p>	<p>1A.3. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT Science Assessment (5<sup>th</sup>).</p>

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

			<p>Students will have an opportunity to lead small and whole group think-alouds.</p> <p>Student data from Levy County Interim Assessments will be used to determine classroom focus.</p> <p>Teachers will participate in Lesson Studies.</p> <p>SUMS Science kits will be correlated to test item specifications and focus will be on tested benchmarks.</p> <p>Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.</p> <p>Teachers will use FCAT/Academic language during daily activities.</p>			
<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>			1B.1.	1B.1.	1B.1.	1B.1.
<p><b>Science Goal #1B:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><b>2012 Current Level of Performance:*</b></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><b>2013 Expected Level of Performance:*</b></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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

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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1 Rigor of science lessons taught.	2A.1. Teachers will participate in PD on increasing rigor of science lessons and in lesson studies.	2A.1. Administration will monitor student progress and the effectiveness of strategies.	2A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	2A.1. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT Science Assessment (5 <sup>th</sup> ).
<b>Science Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
CES population will increase the mean score for students scoring level 4 or 5 on the FCAT Science in 2012 by 4 percentage points	11% (12)	15%					
			2A.2. Students' level of independent critical thinking about science.	2A.2. Provide consistent and frequent practice with Science related reading materials.	2A.2. Administration will monitor student progress and the effectiveness of strategies.	2A.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored during Classroom Walk Thru's, observations, and data chats.	2A.2. Students will be evaluated through weekly skill tests, Levy County Interim Assessments, and the FCAT Science Assessment (5 <sup>th</sup> ).
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Science Goal #2B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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*

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

**Florida Alternate Assessment High School Science Goals**

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

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

*End of Florida Alternate Assessment High School Science Goals*

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

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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]).

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.3.	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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

**August 2012  
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Revised April 29, 2011**



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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*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
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. Students' use of low level vocabulary, transitional phrases, improper grammar, and sentence structure.	1A.1. All students will practice writing to a prompt every 9 weeks. Scores will be recorded in a consistent format by grade level and discussed during monthly grade level meetings.  Teachers will send home materials with strategies to help increase student's writing skills.  Teachers will provide opportunities for students to use the six-point rubric for self-reflection.  Teachers will implement a daily Language drill addressing grammar and vocabulary skills. The grammar drill will address sentence structure, mechanics, and punctuation.  Utilize curriculum coach, RtI teacher, and curriculum facilitators to mentor, review, and coordinate curriculum delivery based on data analysis.  Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.  Lessons will engage students through the use of the Elmo, interactive whiteboards, and collaborative group work.	1A.1. Principal and Assistant Principal with support from the reading coach, and RtI teacher.	1A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through data analysis of Writing Prompts every nine weeks as well as 4 <sup>th</sup> grade writing assessment provided through LIA.  Student data will be reviewed throughout the year during data meetings and PLC's.	1A.1. Teachers will use the DOE six-point rubric, portfolios, monthly writing prompts and grades as an evaluation tool.
Writing Goal #1A:  By June 30th, 2013 the percentage of 4th Grade Students who are proficient in Writing will increase from 71% to 75%.	2012 Current Level of Performance: * 71%	2013 Expected Level of Performance: *  75%(89)					

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			<p>Teachers will communicate with parents regarding student progress, New Generation Sunshine State Standards/Common Core, and grade level expectations through the use of daily planners, student led data chats, parent conferences, Open House, Parent Writing Night, the student compact poster, newsletters, phone calls, and e-mail.</p> <p>Teachers will provide more opportunities throughout the year for students to do thematic writing, writing for a purpose, display writings, present writing to other students at different grade levels and parents, and display exemplary writing in area businesses.</p> <p>All grade levels will communicate with each other about writing standards.</p> <p>Teachers will include practice for spelling words from the most commonly misspelled words list.</p>			
		1A.2. Students' ability to support and elaborate writing.	<p>1A.2. Teachers will encourage students to read books with complex text that include examples of a variety of writing skills.</p> <p>All students will practice writing to a prompt every 9 weeks. Scores will be recorded in a consistent format by grade level and discussed during monthly grade level meetings.</p> <p>Teachers will provide opportunities for students to use the six-point rubric for self-reflection.</p> <p>Utilize curriculum coach, RtI teacher, and curriculum facilitators to mentor, review, and coordinate curriculum delivery based on data analysis.</p>	1A.2. Principal and Assistant Principal with support from the reading coach, and RtI teacher.	<p>1A.2. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through data analysis of Writing Prompts every nine weeks as well as 4<sup>th</sup> grade writing assessment provided through LIA.</p> <p>Student data will be reviewed throughout the year during data meetings and PLC's.</p>	1A.2. Teachers will use the DOE six-point rubric, portfolios, monthly writing prompts and grades as an evaluation tool.

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			<p>Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.</p> <p>Lessons will engage students through the use of the Elmo, interactive whiteboards, and collaborative group work.</p> <p>Teachers will communicate with parents regarding student progress, New Generation Sunshine State Standards, and grade level expectations through the use of daily planners, student led data chats, parent conferences, Open House, Parent Writing Night, the student compact poster, newsletters, phone calls, and e-mail.</p> <p>Teachers will provide more opportunities throughout the year for students to do thematic writing, writing for a purpose, display writings, present writing to other students at different grade levels and parents, and display exemplary writing in area businesses.</p> <p>All grade levels will communicate with each other about writing standards.</p>			
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Writing Goal #1B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in</i>				

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	<i>this box.</i>	<i>this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Writing Across the Curriculum	K-5	Max Thompson, Reading Coach	Teachers in grades K thru 5	Early Release trainings	Classroom walk-thrus, samples in student's writing folder, lesson plans	Administration

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**August 2012**  
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*End of Writing Goals*

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

**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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.



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

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Civics Goals*

**August 2012  
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Revised April 29, 2011**

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

**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
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

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

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

*End of U.S. History Goals*

**August 2012  
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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
<b>1. Attendance</b>			1.1. No means of transportation if students miss bus.	1.1. Principal, Assistant Principal and Guidance Counselors will address issues with parents through the Child Study Team meetings. These meetings will take place for students who meet truancy criteria. Teachers can also set attendance goals with students, through behavior contracts, and include attendance goals on an Individual Education Plans if they are in an ESE program.	1.1. Administrators, Guidance Counselor, School Social Work, Data Entry Clerk, RtI Teacher and Teachers.	1.1. Review attendance records by school, class, and individuals.	1.1. Skyward attendance.
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:</u> *	<u>2013 Expected Attendance Rate:</u> *					
Increase attendance by 2% and decrease excessive absences by 30% and tardies by 56%.	93% (773)	<i>2012-2013 expected attendance rate will increase from 93% to 95%.(806)</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	20? (164)	<i>By 2013, the excessive student absences will be decreased from 164 students to 50 students.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	16% (164)	<i>By 2013, the excessive student tardies will be decreased from 133 students to 75 students.</i>					
			1.2. Motivation	1.2. Recognition for students with high attendance rates within	1.2. Administrators, Guidance Counselor, School Social Work,	1.2. Review attendance records by school, class, and individuals.	1.2. Skyward attendance.

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			the classroom and schoolwide.	Data Entry Clerk, RtI Teacher and Teachers		
		1.3.	1.3.	1.3.	1.3.	1.3.

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**Attendance Professional Development**

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

**Attendance Budget** (Insert rows as needed)

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

*End of Attendance Goals*

**August 2012**  
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**Revised April 29, 2011**

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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
<b>1. Suspension</b>			1.1. Lack of awareness among teachers, paraprofessionals and parents about strategies to use with difficult students.	1.1. PBS (Positive Behavior Support) will be implemented School-wide.  PBS reports are presented at faculty meetings and in the form of a brochure to teachers and bus drivers.  Strategies chosen based on data will be provided to all staff be-weekly.  School-wide rules are posted in all areas of the school's campus.  LEAPS (Leaps is a research-based, practical program that improves behavior, grades, and attendance in K-12 education and juvenile justice environments. With a comprehensive library of lessons and powerful, interactive assessment tools, Leaps provides educators and interventionists with customized, actionable plans to improve social and emotional skills for	1.1. Principal, Assistant Principal, Guidance Counselor(s).	1.1. The Discipline team holds monthly meetings to review behavioral data and to develop activities to reward and reinforce positive behaviors. Continuing inappropriate behaviors or areas of concern are addressed and ideas are implemented to reduce these issues.  The RtI team meets monthly and reviews behavioral data for students in Tier 2 and 3.	1.1. Skyward data will be used to look at grade level, class, and individual student data.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
Decrease suspension rate by 3%.	(35)	<i>By June 2013 the number of ISS events will decrease from 35 to 30.</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	3% (21)	<i>By June 2013 the # of students with ISS will decrease from 21 to 16.</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	(30)	<i>By June 2013 the number of OSS events will decrease from 30 to 25.</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	3% (22)	<i>By June 2013 the # of students with OSS will decrease from 22 to 17.</i>					

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			any youth) The 2nd Step program is used by our Guidance Counselors in grades K-5th to address Character Education and Bullying prevention. Require parent conferences before students can return to school to address issues and a plan of action on the students return to school.			
		1.2. Motivation	1.2. Student of the month awards as well as reward days for students as planned throughout the year. PBS (Positive Behavior Support) is implemented School-wide. PBS reports are presented at faculty meetings and in the form of a brochure to teachers and bus drivers, and newsletters for parents.  School-wide rules are posted in all areas of the school's campus.	1.2. Principal, Assistant Principal, Guidance Counselor(s).	1.2. The Discipline team holds monthly meetings to review behavioral data and to develop activities to reward and reinforce positive behaviors. Continuing inappropriate behaviors or areas of concern are addressed and ideas are implemented to reduce these issues.  The RtI team meets monthly and reviews behavioral data for students in Tier 2 and 3.	1.2. Skyward data will be used to look at grade level, class, and individual student data.
		1.3. Lessons on citizenship, anger management, getting along, stress, bullying ect. have not been included in the curriculum.	1.3. All students will receive guidance instruction once a week. Students determined as needed, will receive group sessions that are targeted or individual counseling. LEAPS (Leaps is a research-based,	1.3. Principal, Assistant Principal, Guidance Counselor(s)	1.3. The Discipline team holds monthly meetings to review behavioral data and to develop activities to reward and reinforce positive behaviors. Continuing inappropriate behaviors or areas of	1.3. Skyward data will be used to look at grade level, class, and individual student data.



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			<p>practical program that improves behavior, grades, and attendance in K-12 education and juvenile justice environments. With a comprehensive library of lessons and powerful, interactive assessment tools, Leaps provides educators and interventionists with customized, actionable plans to improve social and emotional skills for any youth)</p> <p>The 2nd Step program is used by our Guidance Counselors in grades K-5th to address Character Education and Bullying prevention.</p>		<p>concern are addressed and ideas are implemented to reduce these issues.</p> <p>The RtI team meets monthly and reviews behavioral data for students in Tier 2 and 3.</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Behavioral and Legal Issues	All students	ISR D	Administrators, guidance Counselors	August 2012	Assistant Principal to share information with staff	Administrators and Guidance Counselors.
Classroom Management Strategies	All students	Assistant Principal/Guidance Counselors	School wide.	Pre-Planning, Newsletters/Info each 9 week period, on-going	Review discipline data on skyward by class and school wide. Surveys by teachers.	Administrators and Guidance Counselors.
Working in classrooms with ASD students.	ASD Students	FDLRS/CARD	School wide.	September, and on-going as needed throughout the school year.	Academic and behavioral data on students.	Administrators, Guidance Counselors, ESE teachers, Regular Ed. teachers.

**Suspension Budget (Insert rows as needed)**

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

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			<b>Subtotal:</b>
			<b>Total:</b>

*End of Suspension Goals*

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**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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

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

**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

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

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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Parent Involvement Goal(s)*

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

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

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

**STEM Professional Development**

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



**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of STEM Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

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

**CTE Professional Development**

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

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

**CTE Budget** (Insert rows as needed)

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*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.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:</b>

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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.
CES SAC will hold monthly meetings that are open to the public to address issues as the SIP, PIP, School House budget, and student achievement. CES SAC will also determine how any SAC funds will be used as they become available.
CES SAC existing funds have been set aside for mini grants. As no funding has been provided to SAC for the past two years, any money that is currently in the account has stipulations attached to it. If funding is provided based on FTE counts for the 2012-2013 school year, SAC will vote on the allocation of those funds as particular needs arise.

Describe the projected use of SAC funds.	Amount


DRAFT