

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: Leesburg Elementary School	District Name: Lake County
Principal: Durenda McKinney	Superintendent: Dr. Susan Moxley
SAC Chair: Judy Holmes	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	Durenda McKinney	M. Ed. Degree: Educational Leadership; BA Elementary Education (K-6); Certified School Principal	7	8	<p>Leesburg Elementary School: School Grades (2006, 2007, 2008, 2009, 2010, 2011, 2012): C, A, B, B, C, C, C % Meeting High Standards in Reading (2006, 2007, 2008, 2009, 2010, 2011, 2012): 66%, 63%, 69%, 64%, 61%, 58%, 42% % Meeting High Standards in Math (2006, 2007, 2008, 2009, 2010, 2011, 2012): 57%, 67%, 67%, 64%, 65%, 57%, 43% % Meeting High Standards in Writing (2006, 2007, 2008, 2009, 2010, 2011, 2012): 58%, 87%, 75%, 88%, 82%, 79%, 75% % Meeting High Standards in Science (2007, 2008, 2009, 2010, 2011, 2012): 37%, 32%, 36%, 41%, 22%, 27% % Making High Learning Gains in Reading (2006, 2007, 2008, 2009, 2010, 2011, 2012): 58%, 67%, 60%, 56%, 45%, 57%, 66% % Making High Learning Gains in Math (2007, 2008, 2009, 2010, 2011, 2012): 78%, 76%, 70%, 67%, 57%, 63% % of Lowest 25% Making Learning Gains in Reading (2006, 2007, 2008, 2009, 2010, 2011, 2012): 58%, 67%, 60%, 56%, 45%, 63%, 70% % of Lowest 25% Making Learning Gains in Math (2007, 2008, 2009, 2010, 2011, 2012): 78%, 76%, 70%, 67%, 68%, 68% AYP Criteria Met (2006, 2007, 2008, 2009, 2010, 2011, 2012): No, Yes, No, No, No, No, N/A Reading AYP / AMO Subgroups(2006, 2007, 2008, 2009, 2010, 2011, AMO 2012): White (Yes, Yes, Yes, Yes, No, No, No) Black (Yes, Yes, Yes, Yes, No, No, No.) Economically Disadvantaged (Yes, Yes, Yes, Yes, No, No, No) Asian- 2012 (Yes) Hispanic – 2012 (No) ELL – 2012 (No) Students with Disabilities – 2012 (No) Math AYP/AMO Subgroups(2006, 2007, 2008, 2009, 2010, 2011, 2012): White (Yes, Yes, Yes, Yes, Yes, No, Yes) Black (No, Yes, No, No, No, No, No) Economically Disadvantaged (No, Yes, No, No, No, No, Yes) Asian- 2012 (Yes) Hispanic – 2012 (No) ELL – 2012 (No) Students with Disabilities – 2012 (No)</p>
Assistant Principal	Heather Gelb	M. Ed. Degree: Educational Leadership; BA Elementary Education (1-6); Certified School Principal	6	7	<p>Leesburg Elementary School: School Grades (2007, 2008, 2009, 2010, 2011, 2012): A, B, B, C, C, C % Meeting High Standards in Reading (2007, 2008, 2009, 2010, 2011, 2012): 63%, 69%, 64%, 61%, 58%, 42% % Meeting High Standards in Math (2007, 2008, 2009, 2010, 2011, 2012): 67%, 67%, 64%, 65%, 57%, 43% % Meeting High Standards in Writing (2007, 2008, 2009, 2010, 2011, 2012): 87%, 75%, 88%, 82%, 79%, 75% % Meeting High Standards in Science (2007, 2008, 2009, 2010, 2011, 2012):</p>

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					<p>37%, 32%, 36%, 41%, 22%, 27%</p> <p>% Making High Learning Gains in Reading (2007, 2008, 2009, 2010, 2011, 2012): 67%, 60%, 56%, 45%, 57%, 66%</p> <p>% Making High Learning Gains in Math (2007, 2008, 2009, 2010, 2011, 2012): 78%, 76%, 70%, 67%, 57%, 63%</p> <p>% of Lowest 25% Making Learning Gains in Reading (2007, 2008, 2009, 2010, 2011, 2012): 67%, 60%, 56%, 45%, 63%, 70%</p> <p>% of Lowest 25% Making Learning Gains in Math (2007, 2008, 2009, 2010, 2011, 2012): 78%, 76%, 70%, 67%, 68%, 68%</p> <p>AYP Criteria Met (2007, 2008, 2009, 2010, 2011, 2012): Yes, No, No, No, No, N/A</p> <p>Reading AYP / AMO Subgroups(2007, 2008, 2009, 2010, 2011, AMO 2012): White (Yes, Yes, Yes, No, No, No) Black (Yes, Yes, Yes, No, No, No,) Economically Disadvantaged (Yes, Yes, Yes, No, No, No) Asian- 2012 (Yes) Hispanic - 2012 (No) ELL - 2012 (No) Students with Disabilities - 2012 (No)</p> <p>Math AYP/AMO Subgroups(2007, 2008, 2009, 2010, 2011, 2012): White (Yes, Yes, Yes, Yes, No, Yes) Black (Yes, No, No, No, No, No) Economically Disadvantaged (Yes, No, No, No, No, Yes) Asian- 2012 (Yes) Hispanic - 2012 (No) ELL - 2012 (No) Students with Disabilities - 2012 (No)</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)
Literacy Coach	Sherry Jackson	BS: Elementary Education M.Ed.: Reading	3	3	Leesburg Elementary School School Grades (2009, 2010, 2011, 2012): B, C, C, C % Meeting High Standards in Reading (2009, 2010, 2011, 2012): 64%, 61%, 58%, 42% % Making High Learning Gains in Reading (2009, 2010, 2011, 2012): 56%, 45%, 57%, 66% % of Lowest 25% Making Learning Gains in Reading (2009, 2010, 2011, 2012): 56%, 45%, 63%, 70% AYP Criteria Met (2009, 2010, 2011, 2012): No, No, No, N/A Reading AYP Subgroups (2009, 2010, 2011, 2012): White (Yes, No, No, No) Black (Yes, No, No, No) Economically Disadvantaged (Yes, No, No, No) Asian- 2012 (Yes) Hispanic - 2012 (No) ELL - 2012 (No) Students with Disabilities - 2012 (No)
Math Coach	Amy Hunton	BS: Elementary Education M.Ed.: Elementary Education Certified: Gifted, Elem. Ed., Middle Math (1-9)	1	1	Leesburg Elementary School: School Grades (2011, 2012): C, C % Meeting High Standards in Math (2011, 2012): 57%, 43% % Making High Learning Gains in Math (2011, 2012): 56%, 63% % of Lowest 25 % Making Learning Gains in Math (2011): 68%, 68% AYP Criteria Met (2011, 2012): (No, N/A) Math AYP Subgroups(2011, 2012): White (No, Yes) Black (No, No) Economically Disadvantaged (No, Yes) Asian- 2012 (Yes) Hispanic - 2012 (No) ELL - 2012 (No) Students with Disabilities - 2012 (No)

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Science Coach	Craig Willis	BS: Business Admin. Certified: (K-6)	1	1	Leesburg Elementary School: School Grades (2012): C % Meeting High Standards in Science (2012): 27%
Content Area Coach	Tonya Sturgess	BS: Psychology MS: Psychology PhD: Educational Leadership Certified: ESE, Elem. Ed, ESOL	1	1	Leesburg Elementary School: School Grades (2012): C, C Students with Disabilities – 2012 (No)

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teacher Orientation will be held on August 12th. Policies and Procedures will be reviewed with all new teachers to the county.	Assistant Principal	August 12th, 2012
2. New Teachers will be assigned a mentor who is clinically education trained.	Assistant Principal Mentor Teacher	May 31st, 2013
3. Weekly meetings will be held with all new teachers and the district Instructional Coach.	Instructional Coach	May 31st, 2013
4. Monthly meetings will be held between all new teachers and the TQR administrator.	Assistant Principal	May 31st, 2013

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
66	2%(1)	26%(17)	30%(20)	42%(28)	42%(28)	100%(66)	11%(7)	8%(5)	98%(65)

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 Patterson	Courtney Hardaway	Clinically Education Trained Experienced in Grade Level Requested Position	1) Weekly Meetings - Curriculum (Instructional Focus Calendars) - Behavior (Positive Behavior System) - Parental Involvement - School Procedures
Michael Piano	Tana Wilson	Experienced in Grade Level Requested Position	1) Weekly Meetings - Curriculum(Instructional Focus Calendars) - Behavior (Positive Behavior System) - Parental Involvement - School Procedures

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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 receive any remediation assistance they may require to achieve their best in the academic environment. These services include afterschool tutoring, the state's SES Tutoring Program, District on-site instructional coaches, as well as, school-based differentiated instructional material. Additionally, a Literacy Coach, Family School Liaison, TLC Coordinator, Writing Coach & Teacher Assistants are provided. In combination, these supports will serve to give every student the opportunity to achieve to their fullest academic potential.
Title I, Part C- Migrant Migrant Liaisons / Parent Liaisons provide services and support to students and parents who require additional resources to ensure the achievement of all students. The district based liaison coordinates with all Title Services.
Title I, Part D
Title II The Lake County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs, based on student need.
Title III Services are provided through the Lake County School District for educational materials and ELL support services to improve the education of immigrant and English Language Learners.
Title X- Homeless School based guidance counselors monitor students deemed "homeless". District Homeless Social Workers provide resources to assist in providing the identified students with an equitable education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I Funds to provide additional tutoring for Level 1 & 2 students.
Violence Prevention Programs Leesburg Elementary School offers the "Too Good for Drugs" curriculum to our students. Additionally, students are taught Character education through the utilization of the Core Essentials curriculum.
Nutrition Programs
Housing Programs
Head Start
Adult Education

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Career and Technical Education
Job Training
Other

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration: Durenda McKinney, Principal; Heather Gelb, Assistant Principal I; Chad Fraizer, Instructional Dean

Provides a clear understanding of the RtI process and its implementation to the staff. Attends all RtI meetings to ensure fidelity of the process. Ensures adequate professional development to support RtI implementation as well as fidelity of all interventions.

Classroom Teachers

Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, and collaborates with guidance and the instructional coach to implement Tier 2 interventions.

MTSS/RTI Coach: Tonya Sturgess, EdD

Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Assists with 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. Assist in implementation of SOAR program to increase systematic implementation of RtI interventions in grades 3-5.

Curriculum Resource Teacher: Judy Holmes

Uses expertise to assist teachers in implementing curriculum needs. Provides information on any curriculum questions or concerns.

Guidance Counselors: Linda Williams; Sharon Williams

Facilitate the development of intervention plans. Provides support for intervention fidelity and documentation. Schedules all meetings.

Student Services Personnel: Jackie Ashley, District Social Worker; Bertley Lynch, School Psychologist; Anne Cassidy, ESE Staffing Specialist

Provide insight and expertise on data analysis and interpretation.

Family/School Liaison: Serita Morgan

Serves as a link between school and home to ensure that each student receives a base of support. Provides an outreach system to families.

Parents:

Attend RtI meetings to assist in the decision making process when developing and implementing appropriate interventions to ensure the success of their child.

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

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MTSS efforts?

The MTSS/RtI Leadership Team meets beginning in August to re-visit the status of those students already in the RtI process. A sign up sheet is located in the guidance office for any new students referred to the RtI process. Weekly meetings will be scheduled to begin implementation of interventions. If student improvement has not been demonstrated through the use of the prescribed intervention, the teacher will sign up for a second meeting, to intensify the needed intervention. This process will continue to increase support through the multi tiered system, until the needs of the student are met. If the interventions are found to be successful the student remains in the process, but does not increase in tiers, and is monitored by the teacher.

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 RtI Problem Solving Team has put into place a systematic process that will ensure that all struggling students are given the proper opportunities to achieve. This process sets the framework for all RtI functions at the school. The team will also work together to implement any needed changes indicated during continuous progress monitoring. These steps will ensure that the aligned tiered processes and interventions are in place. Fidelity of all interventions will be monitored by the MTSS/RtI Coach. Students who scored within the lower quartile on state standardized tests will be placed in the RtI process to receive the tailored interventions, thus resulting in an increase of their own academic abilities through a thirty minute intervention block during the day. The RtI Leadership Team analyzes data, develops interventions, and provides instructional assistance in the development of the School Improvement Plan.

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.

Once a teacher has signed a student up for RtI in the guidance office, a meeting is held. To this meeting, the teacher must bring any baseline data, academic or behavioral. Behavior data will include the students' school infraction sheets and referrals. Attendance Records will also be examined. Academic baseline data will derive from FAIR, Harcourt Core Curriculum Assessments, Literacy First Assessments, EduSoft Benchmark Assessments, Orchard reports and Mini Achieve Assessments. After the baseline data has been examined, a the team will develop an aligned intervention based on the established school's MTSS Decision Tree. The intervention is implemented and observed for no less than six weeks. Should the intervention not be successful, the team will reconvene to develop a more tailored and intensive intervention. These meetings will continue, and interventions integrated until one is found to best fit the academic/behavioral success of the child. If the interventions are found to be successful the student remains in the process, but does not increase in tiers, but is monitored by the teacher. AS400 and FIDO will be used as an attendance and discipline data source.

Describe the plan to train staff on MTSS.

Our MTSS/RtI Coach will inservice the staff on the process by mirror the following four steps utilized by the district as a foundation:

1. Problem Identification
2. Problem Analysis
3. Intervention Design
4. Response to Instruction/Intervention

These steps along with their school based correlated process will be outlined on a brief two page synopsis for the teachers and staff.

Describe the plan to support MTSS.

The MTSS/RtI will facilitate all RtI meetings to ensure that the proper protocol is followed and to assist with any misunderstandings or questions. Additionally, the MTSS/RtI coach will meet with the teachers individually if any additional clarification is needed on implementation or documentation of the interventions.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Administration, Literacy Coach, Mentor Reading Teachers, and Curriculum Resource Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly and focuses on meeting school-wide Literacy needs. In addition, the LLT develops a school-wide literacy plan including appropriate budget support.
What will be the major initiatives of the LLT this year? Implementation of G.I.V.E - Garnering Inspiration through Visits by Educators to enable teachers to observe effective instruction and then collaborate about the implementation of the teaching in their own classrooms. Increasing Text Complexity Implementing Common Core in Kindergarten and 1 st Grade Focus on Small Group Instruction Monitoring Achievement in Extended Learning Opportunities Stepping Out As Readers Intervention Benchmark Task Cards to unwrap the standards Vertical Articulation based on trends in data

Public School Choice

- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

All Pre-K students zoned for Leesburg Elementary School attend Rimes full day, ½ VPK or ½ Title I.
Leesburg Elementary hosts a visitation day for students from the local HeadStart Program as well as community-wide Kindergarten Roundup to help orient students and parents.
Articulation meetings are held for ESE Pre-K students transitioning from Rimes Elementary to Leesburg Elementary.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Time for Professional Development	1A.1. Teachers will be given extended collaboration time one day a nine weeks to fully discuss, understand and implement the professional development into their lessons.	1A.1. Administration	1A.1. FCIM Model * Plan: Develop model * Do: Survey staff on model * Check: Review results * Act: Implement model	1A.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Students meeting high standards in reading by achieving a level 3 or higher on the 2012/2013 FCAT will increase by 16 percentage points.</i>	42%(189)	58%					
<i>Grade Levels: 42% (57) of students in third grade demonstrated high standards in reading. We will increase this percentage by 16 percentage points by focusing in on content areas of deficit and enhancing areas of achievement. The content area of lowest proficiency was Reading Application at 56%, while the content area of highest proficiency was Vocabulary at 71%.</i>			1A.2. Small Group Fidelity	1A.2. A template will be developed and implemented in each classroom to indicate each student's time spent in Small Group Instruction.	1A.2. Literacy Coach, Administration & CRT	1A.2. FCIM Model * Plan: Develop template * Do: Email to teachers * Check: Observe during CWT * Act: Adjust template as needed	1A.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
<i>42% (62) of students in fourth grade demonstrated high standards in reading. We will increase this percentage by 16 percentage points by focusing in on content areas of deficit and</i>			1A.3. Lack of Rigor in Curriculum	1A.3. Teachers will "unwrap" each standard and determine proficiency rubrics in weekly data meetings to ensure rigor and expectations in the curriculum.	1A.3. Literacy Coach & Administration	1A.3. FCIM Model * Plan: Prepare "unwrap" presentation * Do: Present to teachers * Check: Observe during CWT * Act: Adjust presentation when needed	1A.3. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.

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<p>enhancing areas of achievement. The content area of lowest proficiency was Literary Analysis at 54%, while the content area of highest proficiency was Reading Application at 71%.</p> <p>36% (60) of students in fifth grade demonstrated high standards in reading. We will increase this percentage by 22 percentage points by focusing in on content areas of deficit and enhancing areas of achievement. The content area of lowest proficiency was Informational Text at 57%, while the content area of highest proficiency was Vocabulary at 66%.</p>						
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<p><u>Reading Goal #1B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u> N/A</p>	<p><u>2013 Expected Level of Performance:*</u> N/A</p>				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Higher achieving students often allocated less time for enrichment instruction/activities.	2A.1. Implementation of SOAR	2A.1. Administration, CRT, RtI / MTSS Coach	2A.1. FCIM Model * Plan: Identify student levels & develop schedule *Do: Begin SOAR Groups *Check: Monitor progress *Act: Adjust where needed	2A.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
<u>Reading Goal #2A:</u> <i>Students meeting high standards in reading by achieving a level 4 or higher on the 2012/2013 FCAT will increase by 3 percentage points.</i>	<u>2012 Current Level of Performance:*</u> 17% (76)	<u>2013 Expected Level of Performance:*</u> 20%					
<i>26% (35) of students in third grade demonstrated a standard of level 4 or higher in reading. We will increase this number to 30%.</i> <i>14% of students in fourth grade demonstrated a standard of level 4 or higher in reading. We will increase this number to 20%.</i> <i>11% of students in fifth grade demonstrated a standard of level 4 or higher in reading. We will increase this number to 20%.</i>							
			2A.2. Lack of cognitive complexity within instruction to keep higher achieving students engaged	2A.2. Provide Professional Development: Text Complexity Higher Order Questioning Lesson Study	2A.2. Administration, CRT, Instructional Coaches, Teacher Joint Teachers	2A.2. FCIM Model * Plan: Schedule professional development *Do: Attend professional development *Check: Monitor progress *Act: Adjust where needed	2A.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Student Engagement	3A.1. Teachers who attended the Kagan Workshop over the 2012 summer will provide strategies to their grade level to increase student engagement	3A.1. Administration & Kagan Lead Teachers	3A.1. FCIM Model * Plan: Identify teachers who attended Kagan *Do: Schedule an inservice *Check: Observe the use of strategies during CWTs *Act: Provide additional training when needed	3A.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
Reading Goal #3A: <i>Students making learning gains in reading by on the 2012/2013 FCAT will increase by 10 percentage points.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	66%(297)	77%					
			3A.2. Lack of student motivation and/or student ownership of learning.	3A.2. Students will establish, with teacher support, reachable goals for making gains in reading while self reflecting and monitoring their progress with data notebooks and teacher/student conferencing.	3A.2. Administration, Classroom Teachers, Instructional Coaches	3A.2. FCIM Model * Plan: Establish grade level expectations within the data notebooks *Do: Implement within each classroom *Check: Observe the use of data notebooks during CWTs. *Act: Provide additional training when needed.	3A.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4A: <i>The % of the Lowest 25% of the student population making learning gains in reading on the 2012/2013 FCAT will increase by 10 percentage points.</i>			4A.1. Attendance	4A.1. Child Study Teams will be set up with the parent to determine strategies needed in getting children to school and on time.	4A.1. Administration, Classroom Teacher, Social Worker, Guidance Counselor & RTI Coach.	4A.1. FCIM Model * Plan: Meetings will be scheduled *Do: Meetings will be conducted *Check: Progress will be monitored *Act: If progress does not increase, district protocols will be followed.	4A.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments as well as AS400 attendance reports.
			4A.2. Parent Support / Involvement	4A.2. Educate Parents on the importance of reading at home and being involved in their child's education through grade level "Nights Out," Parents/Teacher conference nights, and through parent involvement with our family liaison.	4A.2. Administration, CRT, Instructional Coach, Family Liaison & Classroom Teachers.	4A.2. FCIM Model * Plan: Schedule "Nights Out" on the master calendar *Do: Conduct "Nights Out" *Check: Monitor parent involvement *Act: Adjust "Nights Out" needs (food, babysitting, etc.), where needed.	4A.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
			4A.3. Fidelity of Extended Learning Opportunities	4A.3. Provide structured and accountable Extended Learning Opportunities to ensure optimum student achievement growth.	4A.3. Administration, CRT & Classroom Teachers.	4A.3. FCIM Model * Plan: Identify student level of need & send out tutoring invitations *Do: Conduct AM & PM tutoring opportunities *Check: Monitor progress *Act: Adjust tutoring curriculum when needed.	4A.3. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
			4A.4 Number of At Risk Students	4A.4 Identify and closely monitor the progress of the third grade At Risk (Lowest Quartile) students. Revise instruction and intervention groups as indicated by student progress to include additional instruction from Title I Reading Teacher	4A.4 Administration, CRT, Instructional Coaches & Classroom Teachers.	4A.4 FCIM Model * Plan: Identify student level of need *Do: Place students in need within the Title One Reading Class *Check: Monitor progress *Act: Adjust level of support when needed.	4A.4 Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.

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	4A.5 Additional support needed for student achievement	4A.5 Implement the MTSS/RtI process for students unable to achieve with Tier I classroom interventions	4A.5 Guidance Counselors, CRT, MTSS/RtI Coach, Administration & Classroom Teachers	4A.5 FCIM Model * Plan: Identify students in need of RtI interventions *Do: Match identified students with correlated intervention *Check: Monitor progress *Act: Adjust interventions when needed	4A.5 Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
N/A	N/A	N/A			

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Baseline data 2010-2011 White: 54% Black: 29% Hispanic: 31% Asian: 50% English Language Learners: 26% Students with Disabilities: 12 % Economically Disadvantaged: 35%			White: 54% Black: 30% Hispanic: 28% Asian: 85% ELL: 28% Students with Disabilities: 6% Economically Disadvantaged: 36%	White: 62% Black: 41% Hispanic: 43% Asian: 58% ELL: 38% Students with Disabilities: 27% Economically Disadvantaged: 46%	White: 66% Black: 47% Hispanic: 48% Asian: 63% ELL: 45% Students with Disabilities: 34% Economically Disadvantaged: 51%	White: 69% Black: 53% Hispanic: 54% Asian: 67% ELL: 51% Students with Disabilities: 41% Economically Disadvantaged: 57%	White: 73% Black: 59% Hispanic: 60% Asian: 71% ELL: 57% Students with Disabilities: 49% Economically Disadvantaged: 62%	White: 77% Black: 65% Hispanic: 66% Asian: 75% ELL: 63% Students with Disabilities: 56% Economically Disadvantaged: 68%
	Reading Goal #5A: In six years school will reduce their achievement gap by 50% in the area of reading.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>The White population will increase their current level on the 2012/2013FCAT by 8 percentage points.</i> <i>The Black population will increase their current level on the 2012/2013FCAT by 11 percentage points</i> <i>The Hispanic population will increase their current level on the 2012/2013FCAT by 15 percentage points.</i>	2012 Current Level of Performance:* White: 46% Black: 70% Hispanic: 72% Asian: American Indian:	2013 Expected Level of Performance:* White: 38% Black: 59% Hispanic: 57% Asian: American Indian:	5B.1. White: Students not identifying with present teaching strategies Black: Students not identifying with present teaching strategies Hispanic: Students not identifying with present teaching strategies Asian: American Indian:	5B.1. Develop a Professional Learning Community to correlate cultural studies and instruction among subgroups.	5B.1. Lead PLC Teacher & Administration	5B.1. FCIM Model * Plan: Survey teachers on those interested in being a part of the Cultural Studies PLC *Do: PLCs will research and determine ways to effectively increase student achievement within the subgroups *Check: Monitor Progress *Act: Adjust curriculum or teaching methods when needed	5B.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.	
			5B.2. Lack of experience in setting personal achievement goals	5B.2. Implement with fidelity the use of student data notebooks. Implement with fidelity the use of standard based scales and rubrics.	5B.2. Teachers & Administration	5B.2. FCIM Model * Plan: Determine grade level expectations for data notebooks and scale proficiency *Do: Implement the use of data notebooks and	5B.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark	

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					scales/ rubrics in the classroom. *Check: Monitor Progress / CWT *Act: Adjust curriculum or teaching methods when needed.	Testing and Achieve Mini Assessments.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Difficulty in activating and connecting reading skills	5C.1. Thinking Maps Implementation	5C.1. Administration, Literacy Coach, CRT & Teachers.	5C.1. FCIM *Plan: Provide Thinking Maps Inservice *Do: Implement the use of thinking maps within the classroom *Check: CWT / Monitor Progress *Act: Adjust professional development support when needed.	5C.1. Chapter Tests, Literacy First, Mini Achieves & FCAT
Reading Goal #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The English Language Learner subgroup will increase their current level on the 2012/2013 FCAT by 10 percentage points.</i>	28%	38%					
			5C.2. Unable to answer questions	5C.2. Use of Question Stems Use of Benchmark Task Cards	5C.2. Administration, Literacy Coach, CRT & Teachers.	5C.2. FCIM *Plan: Provide Question Stem and Benchmark Task Card Inservice *Do: Implement the use of Questions Stems & Benchmark Task Cards in the classroom. *Check: CWT / Monitor Progress *Act: Adjust professional development support when needed.	5C.2. Chapter Tests, Literacy First, Mini Achieves & FCAT
			5C.3. Unable to do assignments on grade level	5C.3. Leveled Learning Centers & Choice Boards	5C.3. Administration, Literacy Coach, CRT & Teachers.	5C.3. FCIM *Plan: Development Template to assist teachers with their leveled learning centers. Literacy Coach will provide an inservice for Choice Boards *Do: Implement the use of leveled learning centers and	5C.3. Chapter Tests, Literacy First, Mini Achieves & FCAT

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					choice boards. *Check: CWT / Progress Monitor *Act: Provide additional support from Literacy Coach when needed.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. Lack of student motivation and/or student ownership of learning.	5D.1. Teachers will work with students to develop attainable individual learning goals via resource, individual or support facilitation. Additionally they will monitor their progress with data notebooks and student conferences.	5D.1. Administration, ESE School Specialist & ESE Teachers	5D.1. FCIM *Plan: The ESE Specialist will review IEPs with all ESE teachers. *Do: Teachers will ensure that all accommodations are implemented in the classroom *Check: CWT / Progress Monitor *Act: IEP meetings will be held if adjustments are needed	5D.1. FAIR, Literacy First, IEP Goals, District Benchmark Testing.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>The Students with Disabilities subgroup will increase their current level on the 2012/2013 FCAT by 21 percentage points.</i>	6%	27%				
			5D.2. Additional support needed to reinforce/reteach prior skills not yet mastered	5D.2. Implement SOAR interventions outside of the reading block	5D.2. Administration, CRT, ESE Teachers & Regular Education Teachers.	5D.2. FCIM *Plan: Students in 3-5 will be identified according to previous FCAT scores & Benchmark Achievement Data for tailored curriculum needs including ESE accommodations and RtI interventions *Do: Begin 30 minute SOAR intervention time for additional student support *Check: Progress Monitor *Act: Adjust SOAR curriculum as needed
			5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: <i>The Economically Disadvantaged subgroup will increase their current level on the 2012/2013 FCAT by 10 percentage points.</i>			5E.1. Parent Involvement	5E.1. Inclusion of parent in RtI meetings to promote involvement in student's academic success The use of mental health resources to provide counseling services Provide additional instruction extended day opportunities through Title One supplemental educational services.	5E.1. Administration, CRT, Classroom Teachers, MTSS/RtI Coach	5E.1. FCIM Model * Plan: Plan to send parent invitations to all RtI meetings, plan to refer Life Stream counseling services to families in need and compile a list of students in need of additional extended day opportunities *Do: Implement the parent involvement plans *Check: Monitor the plans through parent participation *Act: Adjust the plans when needed	5E.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
			5E.2. Poverty	5E.2. The use of Family School Liaison to assist families in obtaining appropriate resources via the resource room Free Breakfast Campus Wide	5E.2. Family School Liaison, Administration, Cafeteria Staff	5E.2. FCIM Model * Plan: Designate those students in resource need on campus *Do: FSL will make contact with those identified families *Check: FSL will account for parents who are provided resources on campus *Act: Adjustments will be made when needed	5E.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.
			5E.3. Lack of Rigor, Relevance, Relationships & Rules	5E.3. Provide Intentional Vocabulary Instruction Provide Community Member Mentors Utilize the Core Essentials Curriculum	5E.3. Administration, Family School Liaison, TLC Coordinator, Classroom Teachers	5E.3. FCIM Model * Plan: A plan of action will be developed to address the lack of language, role models, and positive behaviors within the home of students. *Do: Provide Intentional Vocabulary Instruction Provide Community Member Mentors Utilize the Core Essentials Curriculum *Check: Progress Monitor achievement *Act: Adjust where needed	5E.3. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments.

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	K-5	Judy Holmes	4 th & 5 th Grade Teachers	Second Semester TBD	FCIM Model * Plan: Provide Inservice *Do: Implement in Classroom *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration
Common Core	K-5	Judy Holmes	2 nd Grade Teachers	Second Semester	FCIM Model * Plan: Provide Inservice *Do: Implement in Classroom *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration
Close Reads	K-5	Durenda McKinney	School Wide	August 16 th	FCIM Model * Plan: Provide Inservice *Do: Implement in Classroom *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration
Thinking Maps	K-5	Durenda McKinney	School Wide	October 19 th	FCIM Model * Plan: Provide Inservice *Do: Implement in Classroom *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Renaissance Learning	Reading Incentive	Title I	\$3,500.00
			Subtotal: 3500
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Data First	Progress Monitoring Tool	Discretionary	\$3,500.00
Brain Pop	Online Teaching Tool	Discretionary	\$2,000.00
A-Z Reading	On-line Teaching Tool	Title I	\$2,800.00
			Subtotal: 6500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Close Reads	DOE Presenter	N/A	0
Thinking Maps	District Personnel	N/A	0
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
Kagan Instructional Strategies	Cooperative Learning Strategies	SIG A Gran	\$12,000
			Subtotal: 12000
			Total: 22,000

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Difficult Vocabulary in Speaking	1.1. Teachers will use “Rosetta Stone” to build develop speaking and listening skills.	1.1. CRT, Teacher, RtI Coach & Administration	1.1. FCIM Model * Plan: RtI Coach, CRT & Administration will attend an online webinar on Rosetta Stone’s implementation. *Do: Identified students will begin the program after placement *Check : Monitor Progress *Act: Adjust curriculum when needed	1.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>ELL Students will improve their proficiency in listening & speaking on the CELLA by 10 percentage points.</i>	KG: 40%(4) Proficiency 1 st : 77%(10) Proficiency 2 nd : 88% (7)Proficiency 3 rd : 0(0) 4 th : 13%(1) Proficiency 5 th : 43% (3)Proficiency					
		1.2. Difficult Vocabulary in Listening	1.2. Use of “Thinking Maps”	1.2. CRT, Teacher & Administration	1.2. FCIM *Plan: Provide Thinking Maps Inservice *Do: Implement the use of thinking maps within the classroom *Check: CWT / Monitor Progress *Act: Adjust professional development support when needed.	1.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Understanding Complex Questions	2.1. Level questions to adjust the language of the question	2.1. CRT, Teacher & Administration	2.1. FCIM Model * Plan: Review Webb’s Depth of Knowledge question stems with teachers *Do: Begin implementation of questioning at the lower end of the spectrum *Check: Monitor Progress *Act: Adjust questioning when needed	2.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
<i>ELL Students will improve their proficiency in reading on the CELLA by 10 percentage points.</i>	KG: 0%(0) Proficiency 1 st : 0%(0) Proficiency 2 nd : 50% (4)Proficiency 3 rd : 0%(0) 4 th : 0%(0) Proficiency 5 th : 57% (4)Proficiency					

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		2.2. Understanding Skills & Concepts	2.2. Use of Tiered Assignments	2.2. CRT, Teacher & Administration	2.2. FCIM Model * Plan: Review the DRI handbook with teachers *Do: Implement differentiated assignments within the classroom *Check: Progress monitor *Act: Adjust curriculum when needed	2.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.
		2.3. Student Engagement	2.3. Leveled Learning Centers	2.3. CRT, Teacher & Administration	2.3. FCIM Model * Plan: Review the DRI handbook with teachers *Do: Implement differentiated assignments within the classroom *Check: Progress monitor *Act: Adjust curriculum when needed	2.3. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Confidence in own ability to express ideas in written English	2.1. Utilize "Being a Writer" Strategies.	2.1. CRT, Teacher & Administration	2.1. FCIM Model * Plan: Provide professional development on "Being a Writer" *Do: Implement "Being a Writer" in the classrooms *Check : Progress monitor *Act: Adjust curriculum when needed	2.1. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.
CELLA Goal #3: <i>ELL Students will improve their proficiency in writing on the CELLA by 10 percentage points.</i>	2012 Current Percent of Students Proficient in Writing : KG: 0%(0) Proficiency 1 st : 23%(3) Proficiency 2 nd : 38%(3) Proficiency 3 rd : 0%(0) 4 th : 0%(0) Proficiency 5 th : 100%(7) Proficiency					
		2.2. Grammar difficulties	2.2. Place ELL Students with partners	2.2. CRT, Teacher & Administration	2.2. FCIM Model * Plan: Develop a model which partners up ELL students with proficient English students *Do: Implement model in the classroom *Check : Progress Monitor	2.2. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark

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					*Act: Adjust placements where needed	Testing and Achieve Mini Assessments & Cella Achievement.
		2.3. Unable to edit & proofread	2.3. One on One conferencing with Writing Coach Teacher	2.3. CRT, Teacher & Administration	2.3. FCIM Model * Plan: Develop a "conferencing" time with the Writing Coach for each student. *Do: Implement the conferencing schedule *Check: Progress monitor *Act: Adjust conferencing as needed	2.3. Effectiveness will be determined through student achievement as demonstrated on the FAIR assessments, Literacy First data, Harcourt Benchmark Testing and Achieve Mini Assessments & Cella Achievement.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Time for Professional Development	1A.1. Teachers will be given extended collaboration time one day a nine weeks to fully discuss, understand and implement the professional development into their lessons.	1A.1. Administration	1A.1. FCIM Model * Plan: Develop model *Do: Survey staff on model *Check: Review results *Act: Implement model	1A.1. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments.
Mathematics Goal #1A: <i>Students meeting high standards in math by achieving a level 3 or higher on the 2012/2013 FCAT will increase by 14 percentage points.</i> <i>50% (68) of students in third grade demonstrated high standards in math We will increase this percentage by 7 percentage points by focusing in on content areas of deficit and enhancing areas of achievement. The content area of lowest proficiency was Number Operations, Problems & Statistics at 61%, while the content area of highest proficiency was Geometry & Measurement at 76%.</i> <i>40% (59) of students in fourth grade demonstrated high standards in math. We will increase this percentage by 17 percentage points by focusing in on content areas of deficit and enhancing areas of achievement. The content</i>	2012 Current Level of Performance:* 43%(194)	2013 Expected Level of Performance:* 57%	1A.2. Fidelity of Achieve assessment administration	1A.2. Math Coach will ensure the proper distribution of all Achieve Mini Assessments to ensure fidelity.	1A.2. Administration & Math Coach	1A.2. FCIM Model * Plan: The Math Coach will provide inservice on the proper utilization of the Achieves in the classroom *Do: Implement the use of Achieves in the classroom as an assessment *Check: Review results in grade level meetings *Act: Adjust curriculum/instruction as needed	1A.2. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments
			1A.3. Utilization of Best Practices when teaching mathematically complex concepts.	1A.3. Provide on-going coaching and mentoring	1A.3. Math Coach & Administration	1A.3. FCIM Model * Plan: The Math Coach will provide teaching strategies during the grade level meetings *Do: Teachers will implement the strategies within the classrooms *Check: Progress monitor *Act: Adjust strategies as needed	1A.3. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments

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<p>area of lowest proficiency was Geometry & Measurement at 58%, while the content area of highest proficiency was Base Ten & Fractions at 60%.</p> <p>35% (58) of students in fifth grade demonstrated high standards in math. We will increase this percentage by 22 percentage points by focusing in on content areas of deficit and enhancing areas of achievement. The content area of lowest proficiency was Base Ten & Fractions at 46%, while the content area of highest proficiency was Expressions, Equations & Statistics at 51%.</p>										
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.				
<p><u>Mathematics Goal</u> #1B: N/A</p>	<table border="1"> <tr> <td data-bbox="387 826 526 906">2012 Current Level of Performance:*</td> <td data-bbox="526 826 669 906">2013 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="387 906 526 1034">N/A</td> <td data-bbox="526 906 669 1034">N/A</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
N/A	N/A									

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Higher achieving students often allocated less time for enrichment instruction/activities	2A.1. STEM Bowl Enrichment Increase focus on higher cognitive complex tasks	2A.1. Math Coach, Administration & Teachers	2A.1. FCIM Model * Plan: Provide on -going support through weekly grade level meetings exploring the use of Webb's Depth of Knowledge *Do: Implement the needed complexity of content within the classrooms *Check: Progress Monitor *Act: Adjust curriculum/student output as needed	2A.1 Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Students meeting high standards in math by achieving a level 4 or higher on the 2012/2013 FCAT will increase by 2 percentage points.</i>	18%(83)	20%					
<i>26% (35) of students in third grade demonstrated a standard of level 4 or higher in math. We will increase this number to 30%.</i>							
<i>15% of students in fourth grade demonstrated a standard of level 4 or higher in math. We will increase this number to 20%.</i>							
<i>15% of students in fifth grade demonstrated a standard of level 4 or higher in math. We will increase this number to 20%.</i>							
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Student Engagement	3A.1. Teachers who attended the Kagan Workshop over the 2012 summer will provide implementation strategies to their grade level to increase engagement.	3A.1. Administration & Kagan Lead Teachers	3A.1. FCIM Model * Plan: Gather a team of Kagan "attendees" and develop a schedule of presentation times during faculty meetings *Do: Implement Kagan strategies with the classroom *Check: Progress monitor *Act: Adjust teaching strategies when needed.	3A.1. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments
<u>Mathematics Goal</u> #3A: <i>Students making learning gains in math by on the 2012/2013 FCAT will increase by 7 percentage points.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56%(252)	63%					
			3A.2. Time Constraints for Remediation	3A.2. Teachers will implement Math Centers to allow small group remediation for those students who need additional assistance.	3A.2. Classroom Teacher, Math Coach, Administration	3A.2. FCIM Model * Plan: The Math Coach will assist teachers in the development of math centers in the classroom *Do: Implement math centers in the classroom *Check: Progress monitor *Act: Adjust center activity when needed	3A.2. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B: N/A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p> <p><u>Mathematics Goal #4A:</u></p> <p><i>The % of the Lowest 25% of the student population making learning gains in math on the 2012/2013 FCAT will increase by 2 percentage points.</i></p>			4A.1. Attendance	4A.1. Child Study Teams will be set up with the parent to determine strategies needed in getting children to school and on time.	4A.1. Administration, Classroom Teacher, Social Worker, Guidance Counselor	4A.1. FCIM Model * Plan: Integrate the RtI calendar with attendance meetings *Do: Administration will attend all RtI meetings with students who are flagged as an attendance issue *Check: Monitor progress *Act: Refer to Social Worker as needed	4A.1. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments	
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			68% (76)	70%				
					4A.2. Time Constraints to cover all content	4A.2. The Instructional Focus Calendar will streamline curriculum resources to ensure that all benchmarks are taught with fidelity	4A.2. Administration, Math Coach & Classroom Teacher	4A.2. FCIM Model * Plan: Assemble a summer writing team to develop a school based instructional focus calendar *Do: Implement calendar for curriculum pacing in the classrooms *Check: Progress Monitor *Act: Adjust calendar/instruction as needed
		4A.3. Technology (Assessments on line)	4A.3. Students will begin taking their Mini Achieve assessments online to assist in acclimating them to the new method of testing. Computer Lab will be refreshed to ensure that all computers are up and running effectively.	4A.3. Administration & Tech Cons	4A.3. FCIM Model * Plan: A plan and schedule will be developed to begin 5 th grade assessments on line during the second nine weeks *Do: 5 th grade Students will begin taking the Achieve Assessments online *Check: Progress Monitor *Act: Adjust computer test taking skills as needed.	4A.3. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments		
		4A.4. Additional support needed for student achievement	4A.4. Implement the RtI process for students unable to achieve with Tier I classroom interventions	4A.4. Guidance Counselors, Math Coach, Administration & Classroom Teachers	4A.4. FCIM Model * Plan: The RtI process will be streamlined to incorporate only those interventions which have proven effective *Do: RtI meetings will be conducted utilizing the process	4A.4. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments		

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					set forth in the plan *Check: The RtI coach will assist in all charting of intervention successes *Act: RtI interventions will be adjusted as needed	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.		4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
#4B:	N/A	N/A				
N/A						

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A.	Baseline data 2010-2011 White: 67% Black: 26% Hispanic: 35% Asian: 67% ELL: 41% Students with Disabilities: 24% Economically Disadvantaged: 33%	White: 58% Black: 27% Hispanic: 32% Asian: 77% ELL: 34% Students with Disabilities: 16% Economically Disadvantaged: 39%	White: 58% Black: 38% Hispanic: 46% Asian: 73% ELL: 51% Students with Disabilities: 37% Economically Disadvantaged: 44%	White: 62% Black: 45% Hispanic: 51% Asian: 75% ELL: 56% Students with Disabilities: 43% Economically Disadvantaged: 50%	White: 66% Black: 51% Hispanic: 57% Asian: 78% ELL: 61% Students with Disabilities: 49% Economically Disadvantaged: 55%	White: 70% Black: 57% Hispanic: 62% Asian: 81% ELL: 66% Students with Disabilities: 56% Economically Disadvantaged: 61%	White: 75% Black: 63% Hispanic: 68% Asian: 84% ELL: 71% Students with Disabilities: 62% Economically Disadvantaged: 67%	
Mathematics Goal #5A: In six years school will reduce their achievement gap by 50%.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	Mathematics Goal #5B: <i>The Hispanic population will increase their current level on the 2012/2013FCAT by 14 percentage points.</i> <i>The Black population will increase their current level on the 2012/2013FCAT by 11 percentage points.</i>	2012 Current Level of Performance: * White: 73% Black: 62% Hispanic: 68% Asian: American Indian:	2013 Expected Level of Performance: * White: 62% Black: 54% Hispanic: American Indian:	5B.1. White: Students not engaged in current teaching strategies Black: Students not engaged in current teaching strategies Hispanic: Students not engaged in current teaching strategies Asian: American Indian:	5A.1. Provide ongoing professional development on Go Math curriculum to optimize student engagement in the curriculum	5A.1 Classroom teachers, Math Coach, District personnel & Administration	5A.1. FCIM Model * Plan: Math Coach will provide a streamlined pacing guide to assist the teachers will Go Math implementation *Do: Teachers will implement the given pacing guide and strategies in the classroom *Check: Progress monitor *Act: Adjust curriculum pacing / instruction when needed	5B.1. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments
				5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Learning on Grade Level	5C.1. Tiered assignments to differentiate	5C.1. Administration, Math Coach, CRT & Teachers	5C.1. FCIM *Plan: Review the DRI handbook with teachers *Do: Implement DRI strategies in the classroom *Check: Progress monitor *Act: Adjust curriculum / instruction when needed	5C.1. Chapter Tests, Achieves Mini Assessments & FCAT
<u>Mathematics Goal</u> #5C: <i>The English Language Learners subgroup will increase their current level on the 2012/2013 FCAT by 17 percentage points.</i>	<u>2012 Current Level of Performance:*</u> 34%	<u>2013 Expected Level of Performance:*</u> 51%					
			5C.2. Not able to understand questions	5C.2. Leveled Questioning	5C.2. Administration, Math Coach, CRT & Teachers	5C.2. FCIM *Plan: Review Webb's Depth of Knowledge question stems with teachers *Do: Begin implementation of questioning at the lower end of the spectrum and build up *Check: Progress monitor *Act: Adjust questioning when needed	5C.2. Chapter Tests, Achieves Mini Assessments & FCAT
			5C.3. Difficult Vocabulary	5C.3. Use of Rosetta Stone to differentiate	5C.3. Administration, Math Coach, CRT & Teachers	5C.3. FCIM *Plan: RtI Coach, CRT & Administration will attend an online webinar on Rosetta Stone's classroom implementation *Do: Identified students will begin the program after placement *Check: Monitor progress *Act: Adjust curriculum when needed	5C.3. Chapter Tests, Achieves Mini Assessments & FCAT
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of student motivation and/or student ownership of learning.	5D.1. Teachers will work with students to develop attainable individual learning goals. Support will be provided through individual, resource and support facilitation. Progress will be monitored with data notebooks and student conference.	5D.1. Administration, ESE School Specialist & ESE Teachers	5D.1. FCIM *Plan: The ESE Specialist will review IEPs with all ESE teachers. *Do: Teachers will ensure that all accommodations are implemented in the classroom *Check: CWT / Progress Monitor	5D.1 IEP Goals, District Benchmark Testing, Achieves Mini Assessments & FCAT
<u>Mathematics Goal</u> #5D: <i>The Students with Disabilities subgroup will</i>	<u>2012 Current Level of Performance:*</u> 16%	<u>2013 Expected Level of Performance:*</u> 37%					

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<i>increase their current level on the 2012/2013 FCAT by 21 percentage points.</i>						* Act: IEP meetings will be held if adjustments are needed	
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: <i>The Economically Disadvantaged subgroup will increase their current level on the 2012/2013 FCAT by 5 percentage points.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5E.1. Parent Involvement 5E.2. Poverty 5E.3. Lack of Rigor, Relevance, Relationships & Rules	5E.1. Inclusion of parent in RtI meetings to promote involvement in student's academic success The use of mental health resources to provide counseling services Provide additional instruction extended day opportunities through Title One supplemental educational services. 5E.2. The use of Family School Liaison to assist families in obtaining appropriate resources via the resource room Free Breakfast Campus Wide 5E.3. Provide Intentional Vocabulary Instruction Provide Community Member Mentors Utilize the Core Essentials Curriculum	5E.1. Administration, CRT, Classroom Teachers 5E.2. Family School Liaison, Administration, Cafeteria Staff 5E.3. Administration, Family School Liaison, TLC Coordinator, Classroom Teachers	5E.1. FCIM Model: * Plan: Plan to send parent invitations to all RtI meetings, plan to refer Life Stream counseling services to families in need and compile a list of students in need of additional extended day opportunities *Do: Implement the parent involvement plans *Check: Monitor the plans through parent participation *Act: Adjust the plans when needed 5E.2. FCIM Model: *Plan: Designate those students in resource need on campus *Do: FSL will make contact with those identified families *Check: FSL will account for parents who are provided resources on campus *Act: Adjustments will be made when needed 5E.3. FCIM Model: *Plan: A plan of action will be developed to address the lack of language, role models, and positive behaviors within the home of students. *Do: Provide Intentional Vocabulary Instruction Provide Community Member Mentors Utilize the Core Essentials Curriculum *Check: Progress Monitor achievement *Act: Adjust where needed	5E.1. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments 5E.2. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments 5E.3. Effectiveness will be determined through student achievement as demonstrated on LBAs, FCAT Test Maker, Chapter Tests & Achieve Mini Assessments
	39%	44%					

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <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>	2013 Expected Level of Performance:* <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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #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.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: <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>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: 	Baseline data 2010-2011							
	Mathematics Goal #5A: 							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <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:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: <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>	2013 Expected Level of Performance:* <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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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <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>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	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
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	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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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <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.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <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>	2013 Expected Level of Performance:* <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
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <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>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unwrapping the Standards	K-5	Content Coaches	School Wide	Weekly throughout the year	FCIM Model *Plan: Literacy Coach will provide on-going support of unwrapping the standards *Do: Teachers will tailor their curriculum to the level of rigor and understanding required of the standard *Check : CWT / Progress Monitor *Act: Adjust when needed	Administration
Lesson Study	K-5	Judy Holmes	4 th & 5 th Grade Teachers	Second Semester TBD	FCIM Model * Plan: Provide Inservice to 4 th & 5 th Grade Teachers *Do: Implement in the 4 th & 5 th Grade Classrooms *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration

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Common Core	K-5	Judy Holmes	2 nd Grade Teachers	Second Semester	FCIM Model * Plan: Provide Inservice upper grades *Do: Begin blending implementation in Classroom *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration
Thinking Maps	K-5	Durenda McKinney	School Wide	October 19 th	FCIM Model * Plan: Provide Inservice *Do: Implement in Classroom *Check: CWT / Progress Monitor *Act: Adjust when needed.	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Brain Pop	Online Teaching Tool	Discretionary	\$3500.00
			Subtotal:\$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Kagan Instructional Strategies	Teacher Resource Materials	Title I	\$2500.00
			Subtotal:\$2,500.00
			Total:\$6,000.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students are not grasping a deeper understanding of scientific content and processes, due to a lack of lab time in the classroom.	1A.1. Integrate mini scientific method based labs into each lesson, along with lab write ups to allow students to write about their learning.	1A.1. Science Coach & Administration	1A.1. FCIM *Plan: Science coach will plan and demonstrate labs for each 5 th grade science standard *Do: Teachers will implement the lab in the classrooms *Check: Progress monitor *Act: Adjust lab support as needed	1A.1. Effectiveness will be determined through student achievement as demonstrated on Chapter Tests, LBAs and Achieve Mini Assessments.
Science Goal #1A: <i>Students meeting high standards in math by achieving a level 3 or higher on the 2012/2013 FCAT will increase by 10 percentage points.</i>	2012 Current Level of Performance:* 27%(45)	2013 Expected Level of Performance:* 37%	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Higher achieving students often allocated less time for enrichment instruction/activities.	2A.1. Students demonstrating a high proficiency in science will be invited to serve on the STEM enrichment team. After school Time Travelers will be a science based enrichment for level four and five students.	2A.1. Administration, Classroom Teachers, Math Coach	2A.1. FCIM *Plan: Compile and send invitations a list of high achieving science students according to the Benchmark Data. *Do: Begin the STEM and Time Travelers Program *Check: Progress monitor *Act: Adjust level of support as needed	2A.1. Effectiveness will be determined through student achievement as demonstrated on Chapter Tests, LBAs and Achieve Mini Assessments.
Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
<i>Students meeting high standards in science by achieving a level 4 or higher on the 2012/2013 FCAT will increase by 8 percentage points.</i>	2% (4)	10%					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
N/A	N/A	N/A					

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <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.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands On Labs	5th Grade	Science Coach	5 th Grade Teachers	Weekly	FCIM *Plan: Science coach will develop lab lesson plans for every 5 th grade science standard * Do: Science coach will provide a demonstration of every lab during weekly grade level meetings *Check: Monitor progress *Act: Lab adjustments will be made when needed	Administration

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
Hands –On Lab Activities	Materials & Supplies	Title I	\$2,000.00
			Subtotal:\$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:\$2,000.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Required grammar component to the 2012/2013 Writing FCAT.	1A.1. Students will use the writing process daily, followed up by conferencing with teachers and writing coach.	1A.1. Writing Teacher & Classroom Teacher	1A.1. FCIM *Plan: Provide Professional Development on the utilization of anchor prompts, Benchmark Writing Task Cards & the District K-12 Writing Plan in the development of their lesson plans. *Do: Teachers will implement the lesson plans in their room *Check: Monitor progress *Act: Adjust instruction when needed	1A.1. Effectiveness will be determined through student achievement as demonstrated on monthly writing prompts and LBAs.
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Students meeting high standards in writing by achieving a level 3 or higher on the 2012/2013 FCAT will increase by 6 percentage points.</i>	75%(111)	81%					
			1A.2. Student Engagement	1A.2. Implement the "Being a Writer" curriculum to integrate engaging literature into writing.	1A.2. Writing Coach, Administration & Classroom Teachers	1A.2. FCIM *Plan: Provide Inservice for "Being a Writer" to 1 st & 2 nd grades *Do: Implement the "Being a Writer" in 1 st & 2 nd grades *Check: Monitor progress *Act: Adjust instruction when needed	1A.2. Effectiveness will be determined through student achievement as demonstrated on monthly writing prompts and LBAs.
			1A.3. More rigorous level of writing	1A.3. Implementation of DBQ in 4th grade to provide opportunities for students to transform their thoughts into meaningful writing.	1A.3. Writing Coach, Administration & Classroom Teachers	1A.3. FCIM *Plan: DBQ coordinator will meet with grade levels to discuss timeline and topics *Do: Teachers will implement the DBQ lessons within the classrooms *Check: Monitor progress *Act: Adjust level of support when needed	1A.3. Effectiveness will be determined through student achievement as demonstrated on monthly writing prompts and LBAs.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A.					

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Being a Writer	K-5	Judy Holmes	1 st & 2 nd Grade Teachers	Sept. 28 th & Oct. 25 th	FCIM: *Plan: Schedule Inservice for 1 st & 2 nd Grade *Do: Implement "Being A Writer" in grades 1 & 2 *Check: Monitor progress *Act: Adjust Professional Development support when needed	Effectiveness will be determined through student achievement as demonstrated on monthly writing prompts and LBAs.
FCAT Writing Anchor Sets Inservice	4th	Laura Mandrell	4 th Grade Teachers	Sept. 27 th	FCIM: *Plan: 4 th Grade Chair will meet with the grade level to teach the anchor paper set criteria *Do: Implement the use of anchor papers in the classroom *Check: Monitor progress *Act: Adjust Professional Development support when needed	

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Being A Writer	Teaching Tools	Title I	\$5,800.00

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$5,800.00			

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <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
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	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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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <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
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	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

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

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

End of U.S. History Goals

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

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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
I. Attendance			1.1. Our ability to communicate with parents is often hampered by address and phone number changes. The transient nature of some families.	1.1. Update contact information at the end of each nine weeks and whenever parents visit the school. Increased parent involvement and increased opportunities for parents to participate in school sponsored activities, frequent and ongoing contacts through the school parent liaison.	1.1. Administration, faculty, staff, school parent liaison & MTSS/RtI Coach	1.1. FCIM *Plan: Schedule School Messenger call outs to notify parents of events and needs throughout the school year *Do: Update phone numbers throughout the school year to ensure that all parents receive the messages *Check: Pull reports from School Messenger to document any disconnected numbers *Act: Send FSL out to the houses to request updated numbers	1.1. Monthly Reports generated from AS400
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<i>Students will increase their attendance rate by four percentage points over the previous year.</i>	94.32 %	98.32%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	209	150					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
222	200						
			1.2. Parents not enforcing mandatory school attendance within the home.	1.2. The classroom teacher will send home notices when children are absent for five days. Once a child is absent for ten days, Administration will schedule a Child Study Meeting with the Guidance Counselor, Social Worker, Classroom Teacher & Parent to discuss the truancy issue.	1.2. Classroom Teacher, Guidance Counselor, Social Worker & Administration	1.2. FCIM *Plan: Generate AS400 attendance notices from data entry clerk and cross reference with RtI meetings *Do: Administration will attend RtI meetings to discuss the attendance component *Check: Progress monitor attendance *Act: Schedule any addition meetings with the social worker	1.2. Monthly Reports generated from AS400

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

June 2012
Rule 6A-1.099811
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
1. Suspension			1.3. Students continue to make poor choices and engage in suspension level behaviors.	1.3. Implementation of PBS to promote positive school-wide expectations within the Core Essentials Curriculum. Reinforcement for positive behavior will be utilized in the PRIDE Store. Use of the RtI process, Guidance referrals, guidance group support.	1.1. Administration & Classroom Teachers	1.1. FCIM *Plan: Purchase the Core Essentials Curriculum to use as the Core Curriculum *Do: Implement the Core Essentials Curriculum within the classrooms *Check: Progress monitor *Act: Utilize the RtI process for those students in need of support outside of the core curriculum	1.1. Effectiveness will be determined through the reports generated from AS400.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The number of Out of School Suspensions will decrease by 10 %.	0	0					
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School						
The number of students with Out of School Suspensions will decrease by 10%.	0	0					
2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						
222	200						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
95	85						

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS PLC	ALL Grades	Jessica Noblin	Fincher, Christ, LeMoyné, Noblin, Hayes, Greenwood, Holt, Williams	Monthly	Monitor Discipline Reports from AS400	Gelb, H

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
PRIDE Store	Funding provided to stock store for positive behavior	Discretionary	\$1,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of 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
1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <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.
		1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Single Parent with smaller children	1.1. Provide Babysitting	1.1. Family School Liaison	1.1. FCIM *Plan: Pay additional hours for a TA to stay during after hours promotions *Do: Have TA watch after younger children to assist with parent's attendance abilities *Check: Progress monitor effectiveness *Act: Adjust hours/personnel as needed	1.1. School Liaison Portal
Parent Involvement Goal #1: <i>Parental involvement in school based activities will increase 5 percentage points during the 2012/2013 school year.</i>	2012 Current Level of Parent Involvement:* 70%(595)	2013 Expected Level of Parent Involvement:* 75%					
			1.2. Parents Working Additional Hours	1.2. Flexible Hours through the Parent Resource Room	1.2. Family School Liaison	1.2. FCIM *Plan: Plan after hours activities to include daytime & nighttime occurrences *Do: Implement the activities *Check: Progress monitor attendance *Act: Adjust hours as needed	1.2. School Liaison Portal
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Grade Level Nights Out	Provide parents with instruction on classroom activities	Title I	\$3,000.00
			Subtotal:\$3,000.00
			Total:\$3,000.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>To encourage and enrich the higher achieving students through the use of science, technology, engineering and math problem based learning.</i>	1.1. Time constraints during the “regular” school day.	1.1. Before school class is scheduled for 7:45 – 8:20.	1.1. Math Coach	1.1. FCIM *Plan: Math Coach will schedule STEM classes *Do: STEM Classes will be implemented *Check: Progress monitor *Act: Adjust attendance when needed	1.1. Effectiveness will be determined through student achievement as demonstrated on Chapter Tests, LBAs and Achieve Mini Assessments.
	1.2. Location	1.2. Thinking Lab utilized	1.2. Math Coach	1.2. FCIM *Plan: Math Coach will schedule use of the computer lab in the morning *Do: The computer lab will be utilized for STEM Classes *Check: Progress monitor *Act: Adjust times when needed	1.2. Effectiveness will be determined through student achievement as demonstrated on Chapter Tests, LBAs and Achieve Mini Assessments.
	1.3. Engineering Assistance	1.3. Contact parent who is engineer to provide real world application	1.3. Math Coach	1.3. FCIM *Plan: Math Coach will make contact with Engineer parent *Do: Parent will assist with instruction *Check: Progress monitor *Act: Adjust assistance when needed	1.3. Effectiveness will be determined through student achievement as demonstrated on Chapter Tests, LBAs and Achieve Mini Assessments.

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
Coordinators Training	3 rd – 5 th	Rose Sedley&	Science & Math Coaches	Oct. 3 rd , 2012	Conferences with District	Administration & Math Coach

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		Stephanie Luke			Coordinators	

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1 Problems within the outside community	1.1. Teaching the Core Essentials Curriculum through the “at school” behavior lens, rather than insulting engrained neighborhood behaviors	1.1. Classroom Teachers &PBS Team	1.1. FCIM *Plan: Inservice scheduled on the Core Essentials curriculum *Do: Implement the use of Core Essentials in the classrooms *Check: Progress monitor *Act: Adjust assistance when needed	1.1. AS 400 Discipline Tracking
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>Leesburg Elementary School will continue to monitor any bullying reports.</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

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$112,000
CELLA Budget	Total:
Mathematics Budget	Total: \$2,500
Science Budget	Total: \$2,000
Writing Budget	Total: \$5,800
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:\$1,000
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$3,000
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:\$126,300.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will monitor the School Improvement Plan and give input on the implementation of strategies for increasing student achievement. The SAC will advise the principal on the spending of Title 1 dollars and the Parent Involvement Plan.

Describe the projected use of SAC funds.	Amount

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