

FLORIDA DEPARTMENT OF EDUCATION



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: Lynn Haven Elementary School	District Name: Bay District Schools
Principal: Debra Spradley	Superintendent: William Husfelt
SAC Chair: Nicole Weaver	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.

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

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	Debra Spradley	Degrees: Master of Education, Educational Leadership Bachelor of Science, Elementary Education Certifications: Elementary Ed. And School Principal (all levels)	8	9	School Grade : B (Lynn Haven 2012) A (Lynn Haven 2011) AYP- N; R-84; M-86; S-58; W-89 C (Callaway 2010) AYP- N; R-71; M-69; S-36; W -68 A (Lynn Haven 2009) AYP- Y; R-89;M-92; S-69; W-83
Administrative Assistant	Katrina Evans	Degrees: Master of Education, Educational Leadership Bachelor of Science, Elementary Education Certification: Educational Leadership, Elementary K-6, English 6-12, ESOL Endorsement	0	0	N/A

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)
MTSS/RTI	Tammy Boyer	K-6	2 months	2 Years	
Literacy Coach	Christy Williamson	BS Elementary Education MS Reading/Language Arts Reading Endorsement	2 months	9 Years	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Development training at LHES provided for teachers throughout the year.	Administration	May, 2013
2. BDS professional development provided for teachers throughout the year.	District Staff	May, 2013
3.		
4.		

Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Follow District Procedures/Policies with regards to teachers rated Needs Improvement/Developing. Professional Development available in areas of need.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
50	2% (1)	10% (5)	32% (16)	56% (28)	30% (15)	90% (45)	12% (6)	6% (3)	18% (9)

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
Leah Margulies	Sakina Bailey, Deena Shepherd, Pamela Sale, Erica Todd, Katie Hair, Sara Barr	Per BDS Policy	Meet twice a month to discuss any concerns, allow new teachers to observe in other classrooms, and encourage attendance at BDS staff development training.

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Debra Spradley, Katrina Evans, Cheryl Merrill, Christopher Pope, Tammy Boyer, LeeAnn Hair, Amanda Hutchins, Kerry Wittkopf, Renee Griggs, Susan Thrasher, Judy Sellers, Jetaime Walsingham, Angela Worcester, Greta Harris</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The school based MTSS leadership team will meet monthly to examine MTSS audit folders, review student data, and monitor interventions as well as answer any specific grade level questions with regards to MTSS plans. Coordinate with other school teams via district trainings.</p>
<p>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?</p> <p>The role of the school- based MTSS Leadership Team is to support the teachers implementing MTSS interventions by providing resources and feedback as to student plans based on data. The grade level representatives on the team will serve as liaisons between the grade levels and the Leadership team.</p>
MTSS Implementation
<p>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.</p> <p>FCAT, FLKRS (K only), Discovery Education Assessment, SM5 reports, Classroom Assessment Grades, etc. These are all put into the school spreadsheet referred to as the student Learning Gains Profile or LGP.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Monthly meetings with each grade level will consist of data chats as well as training for various interventions, progress monitoring tools, and graphing techniques. MTSS website access for viewing online tutorials for administering interventions and progress monitoring. District and onsite faculty training opportunities.</p>
<p>Describe the plan to support MTSS.</p> <p>Tammy Boyer, MTSS Staff Training Specialist will meet with teachers regularly to provide support for MTSS in the classrooms. Online tutorials and grade level data chats will provide a support and communication system for teachers as they implement plans and interventions into the classroom.</p>

Literacy Leadership Team (LLT)

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

School-Based Literacy Leadership Team

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

Debra Spradley, Katrina Evans, Cheryl Merrill, Kathy Bauer, Lara Weeks, Valerie Rogers

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

Leadership Team meets monthly to discuss any concerns or support needed to provide quality instruction for LHES students in the areas of reading and writing. Each member is also on a math, writing, science or reading curriculum team. This plan allows communication and collaboration between all teachers and the LLT. Their function is to provide direction needed to support curriculum concerns expressed by the faculty during curriculum/faculty meetings.

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

To provide administration with data regarding reading and writing through the curriculum committee meetings focusing on the SIP goals and strategies. Data then will be analyzed to determine if additional materials are needed to meet LHES students' needs.

Public School Choice

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

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

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

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

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

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.			IA.1. Time to locate resources and provide feedback	IA.1. Increase implementation of cold reading assessments.	IA.1. Reading Curriculum Team/Classroom Teacher	IA.1. Consistently increase length of assessments in order to increase student stamina	IA.1. Assessment Scores
Reading Goal #1A: In the area of Reading, the goal will be for at least 35% of students in 3 rd , 4 th , and 5 th grades to score at a level 3 as measured by FCAT 2.0.	<u>2012 Current Level of Performance:</u> * <i>28% of Students (93) scoring at Level 3:</i> 3 rd Grade – 26% (31 students) 4 th Grade – 30% (32 students) 5 th Grade – 27% (30 students)	<u>2013 Expected Level of Performance:</u> * <i>35% of students (117) scoring at Level 3.</i> 3 rd Grade – 35% (35 students) 4 th Grade – 35% (44 students) 5 th Grade – 35% (37 students)					
			IA.2. Organization of materials	IA.2. Utilize above and below level reading materials for enrichment and remediation.	IA.2. Reading Curriculum Team	IA.2. Usage of materials in guided reading lesson plans.	IA.2. Increase usage of guided reading library.
			IA.3. Lack of teacher awareness and training.	IA.3. Implementation of CRISS strategies	IA.3. Classroom Teacher, LLT and Reading Curriculum Team	IA.3. Grade level discussion.	IA.3. Grade level documentation.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			IB.1. Lack of resources.	IB.1. Direct Instruction	IB.1. ESE teachers	IB.1. Group Lesson Plans	IB.1. FAA
Reading Goal #1B: N/A	<u>2012 Current Level of Performance:</u> * **	<u>2013 Expected Level of Performance:</u> * **					
			IB.2. Organization of materials	IB.2. Utilize leveled reading materials for remediation.	IB.2. Reading Curriculum Team	IB.2. Usage of materials in guided reading lesson plans.	IB.2. Increase usage of guided reading library.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Limitation of student feedback.	2A.1. Increase written responses in reading.	2A.1. Reading Curriculum Team and Classroom Teacher	2A.1. Guided Reading Lesson Plans	2A.1. Student Journals
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In the area of Reading, the goal will be for at least 45% of students in 3 rd , 4 th , and 5 th grades to score at or above level 4 as measured by FCAT 2.0.	44% (148) of students scoring at or above level 4 3 rd Grade – 45% (54 students) 4 th Grade – 38% (41 students) 5 th Grade – 15% (17 students)	45% (150) of students scoring at or above level 4 3 rd Grade – 45% (46 students) 4 th Grade – 45% (57 students) 5 th Grade – 45% (47 students)					
			1A.2. Organization of materials	1A.2. Utilize above level reading materials for enrichment.	1A.2. Reading Curriculum Team	1A.2. Usage of materials in guided reading lesson plans.	1A.2. Increase usage of guided reading library.
			2A.3. Lack of teacher awareness and training.	2A.3. Implementation of CRISS strategies	2A.3. Classroom Teacher, LLT and Reading Curriculum Team	2A.3. Grade level discussion.	2A.3. Grade level documentation
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Lack of resources.	2B.1. Direct Instruction	2B.1. ESE teachers	2B.1. Group Lesson Plans	2B.1. FAA
Reading Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	*	*					
			2B.2. Organization of materials	2B.2. Utilize above and below level reading materials for enrichment and remediation.	2B.2. Reading Curriculum Team	2B.2. Usage of materials in guided reading lesson plans.	2B.2. Increase usage of guided reading library.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of time.	3A.1. Increase student feedback regarding academic progress.	3A.1. Classroom teacher	3A.1. Student can identify his/her strengths and weaknesses.	3A.1. Teacher / Student Conference signature
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In the area of Reading, the goal will be for at least 65% of students in 4 th and 5 th grades to show learning gains in reading.	58% (126 students)	65% (147 students)					
			3A.2. Lack of time.	3A.2. Increase intrinsic student motivation for academic progress.	3A.2. Classroom Teacher and Student	3A.2. Student can identify his/her strengths.	3A.2. Agenda, special notes
			3A.3. Lack of time	3A.3. Implementation of <u>The Leader in Me</u> book study.	3A.3. LHES faculty and administration	3A.3. Grade level discussions	3A.3. Edmodo
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Lack of time.	3B.1. Increase student feedback regarding academic progress.	3B.1. Classroom teacher	3B.1. Student can identify his/her strengths and weaknesses.	3B.1. Teacher / Student Conference signature
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	*	*					
			3B.2. Lack of time.	3B.2. Increase intrinsic student motivation for academic progress	3B.2. Classroom Teacher and Student	3B.2. Student can identify his/her strengths.	3B.2. Agenda, special notes
			3B.3. Lack of time.	3B.3. Implementation of <u>The Leader in Me</u> book study.	3B.3. LHES faculty and administration	3B.3. Grade level discussions	3B.3. Edmodo

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of time.	4A.1. Increase student feedback regarding academic progress, emphasizing classroom interventions through MTSS.	4A.1. Classroom teacher	4A.1. Student can identify his/her strengths and weaknesses.	4A.1. Teacher / Student Conference signature
Reading Goal #4: In the area of Reading, the goal will be for 50% of students in the lowest 25% to show learning gains.	<u>2012 Current Level of Performance:*</u> 43% (24)	<u>2013 Expected Level of Performance:*</u> 50% (28)					
			4A.2. Lack of time.	4A.2. Increase intrinsic student motivation for academic progress	4A.2. Classroom Teacher and Student	4A.2. Student can identify his/her strengths.	4A.2. Agenda, special notes
			4A.3. Lack of time.	4A.3. Implementation of <u>The Leader in Me</u> book study.	4A.3. LHES faculty and administration	4A.3. Grade level discussions	4A.3. Edmodo

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Based on 2012 FCAT Achievement reports, 72% of students (3 rd -5 th grades) scored proficient in Reading	By the conclusion of school year, 2012-2013, the goal will be for 80% of students to score proficient in Reading.	By the conclusion of school year, 2013-2014, the goal will be for 83% of students to score proficient in Reading.	By the conclusion of school year, 2014-2015, the goal will be for 85% of students to score proficient in Reading.	By the conclusion of school year, 2015-2016, the goal will be for 87% of students to score proficient in Reading.	By the conclusion of school year, 2016-2017 the goal will be for 90% of students to score proficient in Reading.	
	Based on 2011 FCAT Achievement reports, 67% of students (3 rd -5 th grades) scored proficient in Reading.							
<u>Reading Goal #5A:</u> By the conclusion of School Year 2015-2016, the goal will be for 90% of students to be proficient in the area of Reading, as measured by the State Assessment.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5B.1. White: Lack of Resources Black: Lack of Resources Hispanic: Asian: American Indian:	5B.1. Direct Instruction	5B.1. Administration, Inclusion Teachers	5B.1. Monitor DEA assessments throughout the year to see growth.	5B.1. State Assessment, DEA		
<u>Reading Goal #5B:</u> In the area of reading the goal will be to decrease the number of students in the following subgroups not making satisfactory progress in reading to or below the following percentages: White: 20% Black: 50%	<u>2012 Current Level of Performance:*</u>							<u>2013 Expected Level of Performance:*</u>
	White: 29% Black: 63% Hispanic: Asian: American Indian:							White: 20% Black: 50% Hispanic: Asian: American Indian:
		5.B.2 Lack of time.	5.B.2 Increase intrinsic student motivation for academic progress	5.B.2 Classroom Teacher and Student	5.B.2 Student can identify his/her strengths.	5.B.2. Agenda, special notes		
		5.B.3 Lack of time.	5.B.3 Increase student feedback regarding academic progress.	5.B.3 Classroom teacher	5.B.3 Student can identify his/her strengths and weaknesses.	5.B.3 Teacher / Student Conference signature		

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

--	--	--	--	--	--	--

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	*	*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1 Lack of Resources	5D.1 Direct Instruction	5D.1 Administration, Inclusion Teachers	5D.1 Monitor DEA assessments throughout the year to see growth.	5D.1 State Assessment, DEA
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The goal will be to decrease the number of students in the Students with Disabilities subgroup not making satisfactory progress in reading by 10%.	70%	60%					
			5D.2 Lack of time.	5D.2 Increase intrinsic student motivation for academic progress	5D.2 Classroom Teacher and Student	5D.2 Student can identify his/her strengths.	5D.2 Agenda, special notes
			5D.3 Lack of time.	5D.3 Increase student feedback regarding academic progress.	5D.3 Classroom teacher	5D.3 Student can identify his/her strengths and weaknesses.	5D.3 Teacher / Student Conference signature

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Time/scheduling conducive to parent attendance	5E.1. Increase parental involvement through SAC and PTO Combination.	5E.1. Administration & Teachers	5E.1. Monitor SAC/PTO attendance	5E.1. Sign In Sheets
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The goal will be to decrease the number of students in the Economically Disadvantaged subgroup not making satisfactory progress in reading by 10%.	50%	40%					
			5E.2. Lack of Resources	5E.2 Direct Instruction	5E.2 Administration, Inclusion Teachers	5E.2 Monitor DEA assessments throughout the year to see growth.	5E.2 State Assessment, DEA
			5E.3.				

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Curriculum Team	K-5	Christina Edwins	K-5 teachers, ESE teachers	Monthly meetings beginning in September 2012	Agendas, minutes, monthly grade level meetings with administration Classroom	Classroom and ESE teacher/ Administration
RtI/ MTSS	K-5	Tammy Boyer / Administration	K-5 teachers, ESE teachers	Monthly meetings beginning in September 2012	Minutes from monthly meetings, progress monitoring folders	Classroom and ESE teacher/ Administration
Technology Training	K-5	School Based Trainers	K-5 teachers, ESE teachers -	Monthly meetings beginning September 2012	Monthly grade level meetings with administration	Administration and teachers

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

Reading Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Consistency and Time	1.1. Students spend 30 minutes daily on computer software program entitled "Imagine Learning – English."	1.1. Classroom Teacher, Chris Pope	1.1. Analyze classroom performance in the area of Listening/Speaking.	1.1. Reports from the software
CELLA Goal #1: N/A	2012 Current Percent of Students Proficient in Listening/Speaking:					
	*					
		1.2. Access to dictionary at all points during the day	1.2. Students have a dictionary that will translate English into their native language.	1.2. Teacher, Chris Pope, Administration	1.2. Observations on the amount of time student spends using the dictionary, compared with classroom grades in Listening/Speaking.	1.2. Student Listening/Speaking Grades
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Consistency and Time	2.1. Students spend 30 minutes daily on computer software program entitled "Imagine Learning – English."	2.1. Classroom Teacher, Chris Pope	2.1. Analyze classroom performance in the area of Reading.	2.1. Reports from the software
CELLA Goal #2: N/A	2012 Current Percent of Students Proficient in Reading:					
	*					
		2.2. Access to dictionary at all points during the day	2.2. Students have a dictionary that will translate English into their native language.	2.2. Teacher, Chris Pope, Administration	2.2. Observations on the amount of time student spends using the dictionary, compared with classroom grades in Reading.	2.2. Student Reading Grades
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Consistency and Time	3.1. Students spend 30 minutes daily on computer software program entitled "Imagine Learning – English."	3.1. Classroom Teacher, Chris Pope	3.1. Analyze classroom performance in the area of Writing.	3.1. Reports from the software
<u>CELLA Goal #3:</u>	2012 Current Percent of Students Proficient in Writing :					
N/A	*					
		3.2. Access to dictionary at all points during the day	3.2. Students have a dictionary that will translate English into their native language.	3.2. Teacher, Chris Pope, Administration	3.2. Observations on the amount of time student spends using the dictionary, compared with classroom grades in Writing.	3.2. Student Writing Grades
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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.			IA.1. Limited student feedback.	IA.1. Utilize Harcourt assessment to guide student conferences.	IA.1. Classroom Teacher and Math Curriculum Team	IA.1. Monitor and evaluate student assessment scores.	IA.1. Student assessment scores.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1A:							
In the area of Mathematics, the goal will be for at least 35% of students in 3 rd , 4 th , and 5 th grades to score at a level 3 as measured by FCAT 2.0.	30% of students (100) scoring at level 3 3 rd Grade – 36% (43 students) 4 th Grade – 27% (29 students) 5 th Grade – 25% (28 students)	35% of students (117) scoring at level 3 3 rd Grade – 35% (36 students) 4 th Grade – 35% (44 students) 5 th Grade – 35% (37 students)					
			IA.2. Class scheduling and class personnel availability.	IA.2. Flexible scheduling	IA.2. Teachers and Administration	IA.2. Ongoing evaluation of master schedule.	IA.2. FCAT and/or Learning Gains Profile.
			IA.3. Lack of teacher training and time.	IA.3. ThinkCentral Technology Resources	IA.3. Classroom Teacher and Math Curriculum Team and Administration	IA.3. Monitor and evaluate student assessment scores	IA.3. Student assessment scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			IB.1. Lack of Resources	IB.1. Connecting Math	IB.1. ESE teacher	IB.1. Lesson Plans	IB.1. FAA Results
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1B:							
N/A	*	*					
			IB.2. Lack of time, personnel and scheduling.	IB.2. Small group Math Centers	IB.2. ESE teacher	IB.2. Lesson Plans	IB.2. FAA Results
			IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Limited time to utilize student resource materials.	2A.1. Utilize enrichment options for the GO Math series.	2A.1. Teachers, Paraprofessionals and Math Curriculum Team	2A.1. Lesson Plans	2A.1. Harcourt Benchmark assessments.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In the area of Mathematics, the goal will be for at least 45% of students in 3 rd , 4 th , and 5 th grades to score at or above level 4 as measured by FCAT 2.0.	35% (118) of students scoring a level 4 or 5 3 rd Grade – 38% (45 students) 4 th Grade – 40% (43 students) 5 th Grade – 27% (30 students)	45% (150) of students scoring a level 4 or 5 3 rd Grade – 45% (46 students) 4 th Grade – 45% (57 students) 5 th Grade – 45% (47 students)					
			2A.2. Limited resources	2A.2. Implementation of SM5	2A.2. Teachers and Paraprofessionals	2A.2. Analyze student progress of SM5.	2A.2. SM5 Reports
			2A.3. Lack of teacher training and time	2A.3. ThinkCentral Technology Resources	2A.3. Classroom Teacher and Math Curriculum Team and Administration	2A.3. Monitor and evaluate student assessment scores	2A.3. Student assessment scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Lack of Resources	2B.1. Connecting Math	2B.1. ESE teacher	2B.1. Lesson Plans	2B.1. FAA Results
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	*	*					
			2B.2. Lack of time, personnel and scheduling	2B.2. Small group Math Centers	2B.2. ESE teacher	2B.2. Lesson Plans	2B.2. FAA Results
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Lack of time.	3A.1. Increase student feedback regarding academic progress.	3A.1. Classroom teacher	3A.1. Student can identify his/her strengths and weaknesses.	3A.1. Teacher / Student Conference signature
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3A: In the area of Mathematics, the goal will be for 60% of 4 th and 5 th grade students to show learning gains.	46% (99 students)	60% (139 students)					
			3A.2. Lack of time.	3A.2. Increase intrinsic student motivation for academic progress.	3A.2. Classroom Teacher and Student	3A.2. Student can identify his/her strengths.	3A.2. Agenda, special notes
			3A.3. Lack of time.	3A.3. Implementation of <u>The Leader in Me</u> book study.	3A.3. LHES faculty and administration	3A.3.	3A.3. Edmodo
			3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Lack of time.	3B.1. Increase student feedback regarding academic progress.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3B: N/A	**	**					
			3B.2. Lack of time.	3B.2. Increase intrinsic student motivation for academic progress.	3B.2. Classroom Teacher and Student	3B.2. Student can identify his/her strengths.	3B.2. Agenda, special notes
			3B.3. Lack of time.	3B.3. Implementation of <u>The Leader in Me</u> book study.	3B.3. LHES faculty and administration	3B.3. Grade level discussions	3B.3. Edmodo

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Lack of time.	4A.1. Increase student feedback regarding academic progress, with special emphasis being placed on interventions and documentation via MTSS.	4A.1. Classroom teacher	4A.1. Student can identify his/her strengths and weaknesses.	4A.1. Teacher / Student Conference signature
Mathematics Goal #4: In the area of Mathematics, the goal will be for 45% of students in the lowest 25% of 4 th and 5 th graders to show learning gains.	2012 Current Level of Performance:* 25% (14)	2013 Expected Level of Performance:* 45% (27)					
			4A.2. Lack of time.	4A.2. Increase intrinsic student motivation for academic progress.	4A.2. Classroom Teacher and Student	4A.2. Student can identify his/her strengths.	4A.2. Agenda, special notes
			4A.3. Lack of time.	4A.3. Implementation of <u>The Leader in Me</u> book study.	4A.3. LHES faculty and administration	4A.3. Grade level discussions	4A.3 Edmodo.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Based on 2011-2012 FCAT Results, 65% of students (3 rd -5 th grades) scored proficient in the area of Mathematics.	By the conclusion of the school year 2012-2013, the goal will be for 80% of students (3 rd -5 th grades) to score proficient in the area of Mathematics.	By the conclusion of the school year 2013-2014, the goal will be for 83% of students (3 rd -5 th grades) to score proficient in the area of Mathematics.	By the conclusion of the school year 2014-2015, the goal will be for 85% of students (3 rd -5 th grades) to score proficient in the area of Mathematics.	By the conclusion of the school year 2015-2016, the goal will be for 87% of students (3 rd -5 th grades) to score proficient in the area of Mathematics.	By the conclusion of the school year 2016-2017, the goal will be for 90% of students (3 rd -5 th grades) to score proficient in the area of Mathematics.												
	Based on 2010-2011 FCAT Results, 71% of students (3 rd -5 th grades) scored proficient in the area of Mathematics.																		
Mathematics Goal #5A:																			
By the conclusion of the school year 2016-2017, the goal will be for 90% of students (3 rd -5 th grades) to score proficient in the area of Mathematics.																			
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:	5B.1 Lack of Time	5B.1 Increase student feedback regarding academic progress, with special emphasis being placed on interventions and documentation via MTSS.	5B.1 Classroom teacher	5B.1 Student can identify his/her strengths and weaknesses.	5B.1 Teacher / Student Conference signature													
	In the area of Mathematics, the goal will be to decrease the number of students in the following subgroups not making satisfactory progress.																		
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White:32%</td> <td>White:22%</td> </tr> <tr> <td>Black:61%</td> <td>Black:51%</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:32%	White:22%	Black:61%	Black:51%	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	4A.2. Lack of time.	5B.2. Increase intrinsic student motivation for academic progress.	5B.2. Classroom Teacher and Student	5B.2. Student can identify his/her strengths.	5B.2. Agenda, special notes	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
White:32%	White:22%																		
Black:61%	Black:51%																		
Hispanic:	Hispanic:																		
Asian:	Asian:																		
American Indian:	American Indian:																		
White: 22% or less not making satisfactory progress. Black: 51% or less not making satisfactory progress.		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.													

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5C:	*	*					
N/A							
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1 Lack of Resources	5D.1 SRA Connecting Math	5D.1 ESE teacher	5D.1 Lesson Plans	5D.1 FCAT & FAA Results
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5D:	69%	59%					
In the area of Mathematics, the goal will be to decrease the number of students in the Students with Disabilities subgroup not making satisfactory progress by 10%.			5D.2. Scheduling & Lack of Resources	5D.2. Increase use of Math Manipulatives in small group math instruction.	5D.2. Regular & ESE Teacher	5D.2. Lesson Plans	5D.2. Classroom Assessment Grades
			5D.2. Scheduling and Time Constraints	5D.2. ThinkCentral Online Tools for enhancement and reinforcement of classroom instruction	5D.2. Classroom Teacher	5D.2. Monitor student performance and classroom grades to ensure reinforcement is taking place.	5D.2. Classroom Assessment Results

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1 Lack of time.	5E.1 Increase student feedback regarding academic progress, with special emphasis being placed on interventions and documentation via MTSS.	5E.1 Classroom teacher	5E.1 Student can identify his/her strengths and weaknesses.	5E.1. Teacher / Student Conference signature
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E:	52%	42%					
In the area of Mathematics, the goal will be to decrease the number of students in the Economically Disadvantaged subgroup not making satisfactory progress by 10%.			5E.2. Scheduling and Time Constraints	5E.2. ThinkCentral Online Tools for enhancement and reinforcement of classroom instruction	5E.2. Classroom Teacher	5E.2. Monitor student performance and classroom grades to ensure reinforcement is taking place.	5E.2. Classroom Assessment Results
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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: <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>	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
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: <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>	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: <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.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <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	
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>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <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.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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

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: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on 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.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
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>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>	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>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
	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>																			
	White:	White:																			
Black:	Black:																				
Hispanic:	Hispanic:																				
Asian:	Asian:																				
American Indian:	American Indian:																				
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.														
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.														

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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>	<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>	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>	<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>	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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

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>	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. 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>	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.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
3A. In six years, school will reduce their achievement gap by 50%. <u>Geometry Goal #3A:</u> <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. <u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>	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>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
	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>																		
White:	White:																			
Black:	Black:																			
Hispanic:	Hispanic:																			
Asian:	Asian:																			
American Indian:	American Indian:																			
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.														
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.														

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Math Curriculum Team	K-5	LeAnn Hair	K-5 teachers, ESE teachers	Monthly meetings beginning in September 2012	Agendas, minutes, monthly grade level meetings with administration Classroom	Classroom and ESE teacher/ Administration
RtI/MTSS	K-5	Tammy Boyer / Administration	K-5 teachers, ESE teachers	Monthly meetings beginning in September 2012	Minutes from monthly meetings, progress monitoring folders	Classroom and ESE teacher/ Administration
Technology Training	K-5	School Based Trainers	K-5 teachers, ESE teachers -	Monthly meetings beginning September 2012	Monthly grade level meetings with administration	Administration and teachers

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Lack of vertical science foundation	1A.1. Increase content vocabulary	1A.1. Classroom Teacher, Science Curriculum Team and Administration	1A.1. Daily work and Lesson Plans	1A.1. Harcourt Assessments
Science Goal #1A: In the area of Science, the goal will be for 50% (53) of students to score at a level 3.	<u>2012 Current Level of Performance:*</u> 38% (41) of students scoring at a level 3.	<u>2013 Expected Level of Performance:*</u> 50% (53) of students scoring at a level 3.					
			1A.2. New curriculum for K-2	1A.2. Vertical planning	1A.2. Science curriculum team, teachers and administration	1A.2. Science Curriculum Team Meeting	1A.2. Team meeting minutes
			1A.3. Lack of teacher training and time	1A.3. ThinkCentral Technology Resources	1A.3. Science curriculum team and teachers	1A.3. Monitor and evaluate student assessment scores	1A.3. Student assessment scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Time Restraints	1B.1. Integrating Science into Reading	1B.1. ESE/ classroom teachers and science curriculum team	1B.1. Group lesson plans	1B.1. FAA Results
Science Goal #1B: N/A	<u>2012 Current Level of Performance:*</u> *	<u>2013 Expected Level of Performance:*</u> *					
			1B.2. Lack of teacher materials	1B.2. Integrating Science into Reading	1B.2. ESE/ classroom teachers and science curriculum team	1B.2. Group lesson plans	1B.2. FAA Results
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Limited time for enrichment opportunities.	2A.1. Enhance science lab/inquiry to include higher order thinking skills.	2A.1. Classroom Teacher	2A.1. Lesson Plans	2A.1. Science Lab Journals
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
In the area of Science, the goal will be for 30% (32) of students to score at a level 4 or 5.	21% (22) of students scoring at a level 4 or 5.	30% (32) of students scoring at a level 4 or 5.					
			2A.2. Lack of teacher training and time	2A.2. ThinkCentral Technology Resources	2A.2. Science curriculum team and teachers	2A.2. Monitor and evaluate student assessment scores	2A.2. Student assessment scores
			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. Limited time for hands on science opportunities.	2B.1. Utilize hands on science inquiries	2B.1. ESE teachers	2B.1. Lesson Plans	2B.1. Journals
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
N/A	*	*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

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:* <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. 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:* <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 Biology I EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Curriculum Team	K-5	Loretta Akerlind	K-5 teachers, ESE teachers	Monthly meetings beginning in September 2012	Agendas, minutes, monthly grade level meetings with administration Classroom	Classroom and ESE teacher/ Administration
Technology Training	K-5	School Based Trainers	K-5 teachers, ESE teachers	Monthly meetings beginning September 2012	Monthly grade level meetings with administration	Administration and teachers

Science Budget (Insert rows as needed)

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Limited understanding of the writing process.	1A.1. In depth implementation of SMILE writing curriculum in 3rd and 4th grade with special emphasis on writing vocabulary.	1A.1. Classroom Teacher and administration	1A.1. Analyze monthly writing samples.	1A.1. Writing Rubrics
<u>Writing Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In the area of writing, the goal will be 90% (96) of students will score at or above a level 3.0.	70% (75) of students scored at a Level 3.0 or higher.	90% (96) of students will score at a level 3.0 or higher.					
			1A.2. Limited understanding and usage of conventions.	1A.2. Reinforce and remediate through differentiated instruction using daily oral language and Harcourt Spelling.	1A.2. Classroom Teachers	1A.2. Analyze monthly writing samples.	1A.2. Writing Rubrics
			1A.3. Time restraints	1A.3. Vertical alignment of grade level rubric.	1A.3. Classroom Teachers and Writing Curriculum Team	1A.3. Modified Grade Level Rubrics	1A.3. Writing Rubrics
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Limited understanding and usage of conventions.	1B.1. Reinforce and remediate through differentiated instruction using daily oral language and Harcourt Spelling or other resources.	1B.1. ESE Teacher	1B.1. Analyze monthly writing samples.	1B.1. Writing Rubrics
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	*	*					
			1B.2. Time restraints	1B.2. Vertical alignment of grade level rubric.	1B.2. Classroom Teachers and Writing Curriculum Team	1B.2. Modified Grade Level Rubrics	1B.2. Writing Rubrics
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional 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
SMILE writes	2 and 4	Serenity Anderson	2 nd and 4 th grade teachers	Fall 2012	Monthly Eagle Writes	Writing Curriculum Chairperson and Administration
Writing Curriculum Team	K-5 and ESE Teachers	Angie Worcester	K- 5 and ESE teachers	Monthly meetings beginning September 2012	Agendas, minutes, monthly grade level meeting with administration	Classroom and ESE teacher / Administration

Writing Budget (Insert rows as needed)

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

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.

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

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.

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Non-compliant parents of habitually absent student.	1.1. Follow district attendance policies	1.1. Guidance and administration	1.1. School Board Policy	1.1. FOCUS attendance data.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>Based on attendance data, the goal for LHES will be for 95% (644) of students to be in regular attendance.</i>	<i>93%(633) of students in attendance regularly</i>	<i>95%(644) of students in attendance regularly.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>7% (47) of students</i>	<i>5% (34) of students</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>%15 (102) of students</i>	<i>7% (47) of students</i>					
			1.2. Students with absenteeism problems	1.2. Quarterly recognition of students who have perfect attendance.	1.2. Teachers and administration	1.2. Monitor improvements in attendance of students with absenteeism.	1.2. FOCUS Attendance data
			1.3. Lack of time.	1.3. Implementation of <u>The Leader in Me</u> book study.	1.3. LHES faculty and administration	1.3. Monitor improvements in attendance of students with absenteeism and tardies.	1.3 Edmodo.

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 Policy	K-5	Administration	K-5 teachers	Monthly meetings	Grade level meetings	Administration/Guidance
Guidance Counselor Meetings	Attendance	District Personnel	Counselors	Monthly Meetings	Administrator Office Meetings	Administration/Guidance
The Leader in Me Book Study	K-5	Administration	K-5 Teachers	Monthly Online Component	Edmodo Online Discussion & Reports	Administration

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

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
I. Suspension			1.1. Students who do not show respect to adults or peers.	1.1. School wide focus on treating others with respect and intrinsically motivating students to be their best through the implementation of the <i>7 Habits of Happy Kids</i> , by Dr. Stephen Covey.	1.1. Teachers, Paraprofessionals, Guidance Counselors, Administration	1.1. Compare numbers of past and present discipline referrals.	1.1. Edmodo Reports
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	N/A	N/A					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	N/A	N/A					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>Data currently unavailable due to new FOCUS database.</i>	<i>No more than 45 out of school suspensions.</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>No more than 3% (20) of students with out of school suspensions.</i>					
			1.2. Guidance Follow Through	1.2. Share information through visits with social service organizations.	1.2. Guidance Counselors	1.2. Parent Follow-up Log	1.2. Parent Follow-up Log
			1.3. Consistency	1.3. “Points to Ponder” character education reminders on Morning Announcements.	1.3. Administration	1.3. Compare numbers of past and present discipline referrals.	1.3. Notations in character education book of which topics have been covered.

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
"The Leader In Me" book study	All Grades	Administration	All Teachers – school wide	Oct. 2012 – Feb. 2013 Online book study with discussions and posts occurring monthly.	Edmodo grade level discussion posts	Administration

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Professional Development

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

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)

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. Lack of two way communication between teachers/parents	1.1. Parent/Teacher Connection Database	1.1. Teachers, Administration	1.1. Intermittent surveys of faculty to determine participation level of parents within the classroom	1.1. Survey
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>With regards to Parental Involvement at LHES, our goal will be to receive the Gold School Award as it relates to parent participation in activities and volunteer opportunities.</i>	50% (339 parents) of parents	60% (407 parents) of parents					
			1.2. Time Constraints	1.2. Combining PTO/SAC to increase participation	1.2. PTO Board, SAC Board, Administration	1.2. Comparison of current and past participation levels	1.2. Sign-in Sheets
			1.3. Availability of parents	1.3. Teachers will communicate with each student's parent either face to face or via telephone at least one time during each semester.	1.3. Teachers, Administration	1.3. Comparison of current and past academic and behavioral referrals	1.3. Teacher Documentation

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
Ruby Payne	All	Jetaime Walsingham	School Wide	Sept. 2012 – May 2013	Faculty Meetings, Grade Level Meetings	Administration
High Effect-Size Strategies	All	Administration	School Wide	Sept. 2012 – May 2013	Faculty Meetings, Grade Level Meetings	Administration

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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: N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

Career and Technical Education (CTE) Goal(s)

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

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

CTE Budget (Insert rows as needed)

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

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. Possible outage of the camera system (inclement weather, etc.)	1.1. Utilize gate alert and camera system at entrance to ensure that visitors are reporting to the office to check in prior to proceeding on campus. If someone attempts to proceed on campus, they will be stopped by a member of the office staff or administration to remind them to sign in.	1.1. Office Staff, Administration, and Teachers	1.1. Analyze the number of people who are having to be reminded to come to the office to sign in.	1.1. Visitor Sign In Sheet
Additional Goal #1: <i>To utilize our new entrance camera monitoring system to reduce the number of persons on campus without identification to no more than 5% (78 people) over the year.</i>	2012 Current Level :*	2013 Expected Level :*					
		No more than 5% (78 people).					
			1.2. Assemblies and programs in cafeteria which is across campus from office	1.2. Set up a sign in table by the cafeteria on assembly and program days for persons to sign in	1.2. Administration and teachers	1.2. Analyze the number of persons that sign in at table	1.2. sign in sheet
			1.3. Database update frequency	1.3. Utilize volunteer database to ensure that persons around students have been cleared through the proper channels.	1.3. Office Staff, Classroom Teachers, Administration	1.3. Prior to parents accompanying students for activities, teachers will check parent names in the database to ensure they have been cleared for participation.	1.3. Volunteer Database

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
PreSchool Inservice	All	Administration	School Wide	August 2012	Feedback Survey	Administration

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

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

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

Final Budget (Insert rows as needed)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
Our goal this year is to combine SAC and PTO for the purposes of increasing parental involvement. SAC will alter meeting times to identify a time that is most convenient in an effort to increase parent participation.

Describe the projected use of SAC funds.	Amount