

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Richey Elementary School	District Name: Pasco
Principal: Ken Miesner	Superintendent: Heather Fiorantino
SAC Chair: Marisa Loiacono	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Principal	Ken Miesner	BA, Exceptional Student Education, University of South Florida Masters, Educational Leadership, University of South Florida	6	11	<p>10/11 Richey Elementary School Grade: A AYP: No -Reading Proficient -Math Proficient -Reading Gains -Math Gains -Reading Lowest 25% with Gains -Math Lowest 25% with Gains</p> <p>09/10 Richey Elementary School Grade: B AYP: No 74% Reading Proficient 69% Math Proficient 60% Reading Gains 62% Math Gains 46% -Reading Lowest 25% with Gains 63% -Math Lowest 25% with Gains</p> <p>08/09 Richey Elementary School Grade: A AYP: NO 82% -Reading Proficient 69% -Math Proficient 68% -Reading Gains 58% -Math Gains 60% -Reading Lowest 25% with Gains 71% -Math Lowest 25% with Gains</p> <p>07/08 Richey Elementary School Grade: A AYP: A 78% -Reading Proficient 68% -Math Proficient 69% -Reading Gains 74% -Math Gains 74% -Reading Lowest 25% with Gains 73% -Math Lowest 25% with Gains 74% -Reading Lowest 25% with Gains</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Courtney Claud	BS, Elementary Education, University of South Florida Masters, Educational Leadership, University of South Florida	3	3	<p>73% -Math Lowest 25% with Gains</p> <p>10/11 Richey Elementary School Grade: A AYP: No -Reading Proficient -Math Proficient -Reading Gains -Math Gains -Reading Lowest 25% with Gains -Math Lowest 25% with Gains</p> <p>09/10 Richey Elementary School Grade: B AYP: No 74% Reading Proficient 69% Math Proficient 60% Reading Gains 62% Math Gains 46% -Reading Lowest 25% with Gains 63% -Math Lowest 25% with Gains</p> <p>08/09 Bardmoor Elementary School Grade: A AYP: Yes</p> <p>07/08 Rawlings Elementary School Grade: A AYP: No</p> <p>06/07 Rawlings Elementary School Grade: A AYP: Yes</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Courtney Lough	Bachelors, Elementary Education 1-6, Masters in Reading, Reading K-12	3	9	<p>10/11 Richey Elementary School Grade: A AYP: No -Reading Proficient -Math Proficient -Reading Gains -Math Gains -Reading Lowest 25% with Gains -Math Lowest 25% with Gains</p> <p>09/10 Richey Elementary School Grade: B AYP: No 74% Reading Proficient 69% Math Proficient 60% Reading Gains 62% Math Gains 46% -Reading Lowest 25% with Gains 63% -Math Lowest 25% with Gains Certification, ESOL Certification</p> <p>08/09 Cotee River Elementary Grade:A AYP: No</p> <p>07/08 Cotee River Elementary Grade: A AYP: No</p>

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

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		
4.		

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

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
54	1 (2%)	41% (22)	43% (23)	15% (8)	41% (22)		24% (13)	6% (3)	70% (38)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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

New Teachers	Veteran Teacher	Each teacher new to the profession is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education.	This mentor works side by side with the New-to-Pasco teacher, providing support, resources, observation, and coaching sessions, and technical advise on an ongoing basis. New teacher support groups are provided monthly. Administrators routinely meet with mentors and mentees to provide coaching and support. In addition, all teachers receive support from team members, team leaders, specialists, administrators, and district staff.

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 1 funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school. In an effort to provide a comprehensible framework of services to better meet the needs of economically disadvantaged children and to give all children a greater chance for academic success, while reducing duplication of services, Richey Elementary coordinates the utilization of federal, state, and local funds and integrates several programs in compliance with state and NCLB requirements. • Title I funds will be used to expand the summer school program to all 3rd grade students who scored Level 2 and lower Level 3 on the Reading FCAT, and 1st and 2nd graders with a PMP in reading.
Title I, Part C- Migrant
Title I, Part D
Title II • Title II, Part A funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school • IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RTI) strategies that are proven to work with students with disabilities and students with behavior problems.
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) • SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
Violence Prevention Programs

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

Nutrition Programs Our food and nutrition services department is a self-funded department, using only federal funds, grants, and money generated from the sale of school meals and catering to provide a nutritious, low cost school lunch and breakfast to Pasco County students. Our school provides free breakfast to all of our students.
Housing Programs
Head Start Richey has two Head Start classrooms on our campus. Head Start provides early childhood development, health services, and family/community partnerships.
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
Identify the school-based MTSS leadership team. Principal, Assistant Principal, Literacy Coach, RtI Coach, School Psychologist, Guidance Counselor, ESE Team Leader, Reading Intervention Teacher, ESE Teacher, and 5 classroom teachers.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI team will have monthly meetings and attend the Year 3 Cadre 9 Trainings – 4 trainings through the year. Due to shared membership across the leadership teams, we will coordinate initiatives and facilitate communication. RtI Members co-facilitate weekly PLC/TBIT meetings. They make sure that Professional Learning Communities (PLCs) are developed, aligned and/or connected with RtI within grade level teams. Members of the RtI Leadership Team facilitate bi-weekly Intervention Conventions and ensure that the problem solving process is used effectively.
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? After analyzing our school-based data we determined we wanted to focus on developing an understanding of the Common Core Standards and effectively implement them to enhance instruction and student achievement. We are also working on data-driven and standards-driven collaborative planning. One of our goals of our MTSS/RtI team is to continue in our learning of how to effectively use the problem solving process and progress monitoring data during Monitoring for Achievement Days, Intervention Convention, Professional Learning Community (PLC) Meetings, and School Based Intervention Team (SBIT) Meetings.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Reading: FAIR, FCAT, MMH Unit Assessments, MMH Weekly Assessments, Running Records, Fry Word Lists (primary), Phonics Screener Math: FCAT, CORE K-12 (BOY, MOY, EOY), Pre/Post Unit Assessments Science: FCAT, CORE K-12 (BOY, MOY, EOY), Pre/Post Unit Assessments Writing: FCAT, Richey Writing Assessments (BOY, MOY, EOY), Classroom Writing Samples Behavior: TERMS (referral info.), Minor Incidents Report data collection

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the plan to train staff on MTSS.

The PS/RtI Leadership team will attend 4 formal trainings throughout the year. The PS/RtI Leadership team members will infuse these ideas throughout the year at PLCs and MFAD/data days. Throughout the year, we will continue to build consensus and develop the compelling why by doing the following things:

- a. Presentations to communicate Tier I, II, & III data continue, separate meetings occur to discuss academic and behavior data; framework is expanded to additional grade levels/departments when appropriate.
- b. Opportunities to communicate data vertically occur at least twice a year
- c. Updated rationale is communicated to staff in small and large group presentations
- d. Administration makes connections and aligns with existing systems and initiatives, including school improvement efforts

We are going to learn by doing. Therefore RtI Knowledge and the Problem-Solving Framework will be applied as a way of work in the following ways:

- a. Within SBLT, big ideas of RtI are more deeply understood, fluently communicated, and applied (e.g., definition, four steps of problem-solving, definition of RtI, “Every Ed” initiative, all students can learn, etc.)
- b. Problem-solving modules are introduced to all building stakeholders; current professional development content and problem-solving framework are integrated
- c. Facilitators begin applying the framework (e.g., leading department/grade level teams through the problem-solving cycle)
- d. Time is designated for team(s) to discuss Tier I issues for at least two grade levels/subjects areas. Richey's focus will be Kindergarten, 1st grade, 2nd grade, 3rd grade, and 4th grade.
- e. Tier I problem-solving meetings occur at least once after each benchmark assessment period (e.g., FAIR, unit assessments, other common assessments) for all grade levels. Tier 2 problem-solving meetings occur at least twice a month, in which teams of teachers analyze their progress monitoring data to make decisions about intervention effectiveness. Intervention Convention occurs approximately twice a month in which we utilize the problem solving process to determine interventions for students already receiving a minimum of 2 tiers of support.
- f. Teams engage in strategic planning, and small group problem solving occurs more frequently

June 2012

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

Describe the plan to support MTSS.

1. We are going to continue to strengthen our Tier 1 Core Instruction by training the entire staff on Common Core State Standards and encouraging teachers to utilize collaborative planning.
2. All grade-levels will participate in quarterly Monitoring for Achievement Days (MFAD) in which they analyze common assessments to determine strengths and weaknesses within the Core instruction. Then they will develop action plans targeting a specific area so that at least 80% of students are meeting expectations.
3. Students that are not making adequate progress will also receive an additional skill-based targeted intervention during Tiger Time. Tiger Time is an additional 30 minutes of reading time at the end of the day. Teachers will progress monitor student performance bi-weekly. Students not participating in an intervention group, will be independently reading to self-selected “just right” text.
4. Students that are $\frac{3}{4}$ of year or more below grade level or students that have been retained will receive a Tier 3 level of targeted intervention during outside of the 120 minutes of reading mentioned above. This intervention will be delivered by an interventionist and will be progress monitored weekly/bi-weekly.
5. Teachers will collaborate bi-weekly during PLCs to determine how students are responding to Tier 2 and Tier 3 levels of intervention. Students not responding to these levels of intervention will be brought up for discussion at our bi-weekly Intervention Convention Meetings – a problem solving meeting for a student or group of students with similar needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Assistant Principal, Literacy Coach, Media Specialist, 3 Reading Resource Teachers, 5 Classroom Teachers, 1 ESE teacher

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

The LLT meets on a monthly basis to analyze various types of data about literacy. They work together to develop and carry out their action plan. Each member of the LLT is responsible for co-facilitating the weekly literacy PLC's.

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

The LLT will be learning about Common Core State Standards. The LLT will also be supporting their colleagues through their professional development of CCSS during PLCs. They will facilitate conversations regarding standards driven planning and instruction.

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.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

**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.

At Richey Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of August 2010. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: Gailileo and FLKR.

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

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		

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>Students struggle to write and communicate their ideas.</p>	<p>Students will be able to explain how they apply reading skills and strategies through a reading response journal.</p>	<p>Teachers</p>	<p>Evaluate student responses based on reading response rubric</p>	<p>Reading Response Rubric</p>		
<p><u>Reading Goal #1A:</u> <i>By May 2013, students in grades 3-5 scoring a level 3 will increase by at least 10%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3rd: 25% [26] 4th: 27% [22] 5th: 29% [21]</p>	<p>3rd: 28% [29] 4th: 31% [24] 5th: 32% [23]</p>					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.	2 nd – 5 th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1 st grade teachers will understand and plan for instruction based on CCSS.	Staff Administration Instructional Coaches	CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing	Observations Student Work FAIR Data Running Record Data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.		

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

<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By May 2013, our students will maintain their high proficiency rate. At least 95% of students will meet proficiency</i>							
	3 rd : 0% [0] 4 th : 0% [0] 5 th : 0% [0] n/a	3 rd : 0% [0] 4 th : 0% [0] 5 th : 0% [0] n/a					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		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 in reading.	Students struggle to write and communicate their ideas.	Students will be able to explain how they apply reading skills and strategies through a reading response journal.	Teachers	Evaluate student responses based on reading response rubric	Reading Response Rubric		
Reading Goal #2A: <i>By May 2013, students in grades 3-5 scoring a level 4 or higher will increase by at least 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3 rd : 20% [21] 4 th : 28% [23] 5 th : 18% [13]	3 rd : 22% [23] 4 th : 31% [25] 5 th : 20% [14]					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.</p>	<p>2nd – 5th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1st grade teachers will understand and plan for instruction based on CCSS.</p>	<p>Staff Administration Instructional Coaches</p>	<p>CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing</p>	<p>Observations Student Work FAIR Data Running Record Data</p>	

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

<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>Students struggle to write and communicate their ideas.</p>	<p>Students will be able to explain how they apply reading skills and strategies through a reading response journal.</p>	<p>Teachers</p>	<p>Evaluate student responses based on reading response rubric</p>	<p>Reading Response Rubric</p>		
<p><u>Reading Goal #2B:</u> <i>By May 2013, our students will maintain their high proficiency rate. At least 95% of students will meet proficiency</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3rd :100% [1] 4th :100% [6] 5th : 100% [6]</p>	<p>95% or higher across grades.</p>					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.</p>	<p>2nd – 5th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1st grade teachers will understand and plan for instruction based on CCSS.</p>	<p>Staff Administration Instructional Coaches</p>	<p>CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing</p>	<p>Observations Student Work FAIR Data Running Record Data</p>	

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 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.	Students struggle to write and communicate their ideas.	Students will be able to explain how they apply reading skills and strategies through a reading response journal.	Teachers	Evaluate student responses based on reading response rubric	Reading Response Rubric		
Reading Goal #3A: <i>By May 2013, the number of students making learning gains will increase by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	52% [71]	57% [78]					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.</p>	<p>2nd – 5th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1st grade teachers will understand and plan for instruction based on CCSS.</p>	<p>Staff Administration Instructional Coaches</p>	<p>CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing</p>	<p>Observations Student Work FAIR Data Running Record Data</p>	

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

<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>Students struggle to write and communicate their ideas.</p>	<p>Students will be able to explain how they apply reading skills and strategies through a reading response journal.</p>	<p>Teachers</p>	<p>Evaluate student responses based on reading response rubric</p>	<p>Reading Response Rubric</p>		
<p><u>Reading Goal #3B:</u> <i>TBD</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>TBD</i></p>	<p><i>TBD</i></p>					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.</p>	<p>2nd – 5th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1st grade teachers will understand and plan for instruction based on CCSS.</p>	<p>Staff Administration Instructional Coaches</p>	<p>CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing</p>	<p>Observations Student Work FAIR Data Running Record Data</p>	

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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	Students struggle to write and communicate their ideas.	Students will be able to explain how they apply reading skills and strategies through a reading response journal.	Teachers	Evaluate student responses based on reading response rubric	Reading Response Rubric		
Reading Goal #4A: <i>By May 2013, at least 56% of our lowest quartile will make learning gains in reading</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	51%	56%					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.</p>	<p>2nd – 5th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1st grade teachers will understand and plan for instruction based on CCSS.</p>	<p>Staff Administration Instructional Coaches</p>	<p>CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing</p>	<p>Observations Student Work FAIR Data Running Record Data</p>	

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

<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>Students struggle to write and communicate their ideas.</p>	<p>Students will be able to explain how they apply reading skills and strategies through a reading response journal.</p>	<p>Teachers</p>	<p>Evaluate student responses based on reading response rubric</p>	<p>Reading Response Rubric</p>		
<p><u>Reading Goal #4B:</u> <i>TBD</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>TBD</i></p>	<p><i>TBD</i></p>					

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

		<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, reading series, analyze FAIR, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Minutes from the planning sessions, submitted lesson plans, Reading Unit data, FAIR data, Observation data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.</p>	<p>2nd – 5th grade teachers will understand and begin to implement CCSS concepts within their reading instruction. K-1st grade teachers will understand and plan for instruction based on CCSS.</p>	<p>Staff Administration Instructional Coaches</p>	<p>CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing</p>	<p>Observations Student Work FAIR Data Running Record Data</p>	

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

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 NA	54	59	63	68	73	77
<u>Reading Goal #5A:</u> <i>The 2011-2012 year will serve as our Baseline Data. By 2016-2017 we will decrease our levels 1 & 2 by 50%. That is factored by 46% x 1/2 = 23%. The AMO target will increase by 4.6% points each year over 5 years.</i>							
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: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>TBD</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: TBD Black: NA Hispanic: NA Asian: NA American Indian: NA	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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 reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>TBD</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

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.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Common Core State Standards	Pre-K – 5 th	Literacy Coach Assistant Principal	School wide	All year @ bi-weekly meetings	Planned activities that cause teachers to implement lessons that are based on CCSS and reflect on implementation.	Literacy Coach Assistant Principal
Monitoring for Achievement Days	Pre-K – 5 th	Literacy Coach Assistant Principal	Pre-K – 5 th Grade, ESE teachers, Interventionists, Guidance	October, January, May	Discussion of implementation of action plan & progress monitoring at PLCs.	Rtl Leadership Team Members
Collaborative Planning	K – 5 th	Literacy Coach Assistant Principal	K – 5 th grade teachers, ESE teachers, Interventionists	September, October, December, February, April	Discussion of Tier II and Tier III data analysis and progress monitoring to inform differentiated instruction.	Literacy Coach, Interventionists

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
K & 1 Common Core Implementation	K & 1 MMH CCSS Flipcharts	Title 1 – Professional Development	\$240.00
Subtotal: \$240.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
MFAD Days – Data Analysis & planning	Substitute Pay	Title 1 – Professional Development	\$7650
Data Analysis & Collaborative Planning	Stipend Pay	Title 1 – Professional Development	\$6640
Subtotal: \$ 14,290			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: \$14,530			

End of Reading Goals

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

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.	<ul style="list-style-type: none"> ● Language ● Limited access to native language support (both at home and in school) ● Limited opportunities to practice during the day ● Limited prior formal schooling 	Students will be engaged in the Imagine Learning Software at least 90 minutes per week.	Teacher Administration ESOL Resource Teacher	Administrative Walk-throughs Teacher Evaluations/ Observations Student data from language learning software programs Student data from FCAT, CELLA and other classroom assessments AMAO data (growth and proficiency) Lesson Plans	CELLA (Listening, Speaking, Reading and Writing) FCAT (Reading and Writing) Florida Writes Imagine Learning reports.	
CELLA Goal #1: <i>By May 2012, the students scoring proficiency will increase by 10%.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	K: 17% (1) 1st: 80% (8) 2nd: 57% (4) 3rd: 0% 4th: 50% (1)					
		1.2.	1.2.	1.2.	1.2.	1.2.

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

		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.	<ul style="list-style-type: none"> ● Language to native language support (both at home and in school) ● Limited opportunities to practice during the day ● Limited prior formal schooling 	Students will be engaged in the Imagine Learning Software at least 90 minutes per week.	Teacher Administration ESOL Resource Teacher	Administrative Walk-throughs Teacher Evaluations/ Observations Student data from language learning software programs Student data from FCAT, CELLA and other classroom assessments AMAO data (growth and proficiency) Lesson Plans	CELLA (Listening, Speaking, Reading and Writing) FCAT (Reading and Writing) Florida Writes Imagine Learning reports.	
CELLA Goal #2: <i>By May 2012, the students scoring proficiency will increase by 10%.</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>K: 0% 1st: 50% (5) 2nd: 43% (3) 3rd: 0% 4th: 50% (1)</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

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.	<ul style="list-style-type: none"> ● Language ● Limited access to native language support (both at home and in school) ● Limited opportunities to practice during the day ● Limited prior formal schooling 	Students will be engaged in the Imagine Learning Software at least 90 minutes per week.	Teacher Administration ESOL Resource Teacher	Administrative Walk-throughs Teacher Evaluations/ Observations Student data from language learning software programs Student data from FCAT, CELLA and other classroom assessments AMAO data (growth and proficiency) Lesson Plans	CELLA (Listening, Speaking, Reading and Writing) FCAT (Reading and Writing) Florida Writes Imagine Learning reports.	
CELLA Goal #3: <i>By May 2012, the students scoring proficiency will increase by 10%.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>K: 0%</i> <i>1st: 40% (4)</i> <i>2nd: 43% (3)</i> <i>3rd: 0%</i> <i>4th: 50% (1)</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

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: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
ESOL Instructional Assistant			
Subtotal: 0			
Total: 0			

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #1A:</u> <i>By May 2013, students in grades 3-5 scoring a level 3 will increase by at least 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3 rd : 24% [24] 4 th : 23% [19] 5 th : 32% [23]	3 rd : 26% [26] 4 th : 25% [21] 5 th : 35% [25]					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Students are not motivated to be successful on the Math Unit tests.	Students will be recognized by being honored Richey Mathematician for the quarter.	Teachers Administration	Increase the number of mathematicians each quarter	Unit Post-tests	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS access points, Curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3 rd : 0% [0] 4 th : 0% [0] 5 th : 17% [1]	3 rd : 0% 4 th : 0% 5 th : 0%					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
		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		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Mathematics Goal #2A:</u> <i>By May 2013, students in grades 3-5 scoring a level 4 or 5 will increase by at least 10%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3rd: 19% [19] 4th: 16% [13] 5th: 15% [11]</p>	<p>3rd: 21% [21] 4th: 18% [14] 5th: 17% [12]</p>					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Students are not motivated to be successful on the Math Unit tests.	Students will be recognized by being honored Richey Mathematician for the quarter.	Teachers Administration	Increase the number of mathematicians each quarter	Unit Post-tests	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS access points, Curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Mathematics Goal #2B:</p> <p><i>By May 2013, our students will maintain their high proficiency rate. At least 95% of students will meet proficiency in grades 3 and 4; proficiency will increase by 10% in 5th grade</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3rd: 100% [1] 4th: 100% [6] 5th: 83% [5]</p>	<p>5th: 91% [6]</p>					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #3A:</u> <i>By May 2013, students making learning gains will increase by at least 10%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	48% [65]	53% [72]					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Students are not motivated to be successful on the Math Unit tests.	Students will be recognized by being honored Richey Mathematician for the quarter.	Teachers Administration	Increase the number of mathematicians each quarter	Unit Post-tests	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS access points, curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #3B:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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

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

<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS, curriculum maps, weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #4A:</u> <i>By May 2013, students in lowest 25% making learning gains will increase by at least 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65%	69%					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Students are not motivated to be successful on the Math Unit tests.	Students will be recognized by being honored Richey Mathematician for the quarter.	Teachers Administration	Increase the number of mathematicians each quarter	Unit Post-tests	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>Time to analyze data and plan as a team, reflecting on the data.</p> <p>Figuring out how to use the time within the reading block to differentiate to meet all students' needs.</p> <p>Students have gaps within their reading skills.</p>	<p>Teachers will utilize the NGSSS/CCSS access points, curriculum maps weekly/unit data to collaboratively plan for differentiated instruction.</p>	<p>Teachers Administration</p>	<p>Observation of instruction and planning sessions, review of lesson plans, post-test data and graphs, Monitoring for Achievement Day (MFAD) Team discussions</p>	<p>Observation Checklist (Domain 2), Minutes from the planning sessions, submitted lesson plans, Reading Unit data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #4B:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					

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

		<p>Students lack critical thinking skills and the ability to analyze problems.</p> <p>Allocate time for problem-solving process and discussion.</p>	<p>Teachers will learn the 8 Standards for Mathematical Practice, which are found in the Common Core State Standards.</p> <p>Students will use the 8 Standards for Mathematical Practice when solving word problems.</p>	<p>Teachers Administration</p>	<p>Students will improve on word problems on post-test and unit test.</p>	<p>Post-test Data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Students are not motivated to be successful on the Math Unit tests.	Students will be recognized by being honored Richey Mathematician for the quarter.	Teachers Administration	Increase the number of mathematicians each quarter	Unit Post-tests	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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	48	53	58	64	69	74
<p><u>Mathematics Goal #5A:</u></p> <p><i>The 2011-2012 year will serve as our Baseline Data. By 2016-2017 we will decrease our levels 1 & 2 by 50%. That is factored by 52% x 1/2 = 74%. The AMO target will increase by 5.2% points each year over 5 years.</i></p>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5B: NA							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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 mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal</u> <u>#5C:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.		

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>TBD</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

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.		
<u>Mathematics Goal</u> <u>#5E:</u> <i>TBD</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics	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.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-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.		
<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.		

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

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.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.		

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

<u>Mathematics Goal #3B:</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>					
		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

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

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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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

<u>Mathematics Goal #4B:</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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

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						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

<u>Mathematics Goal</u> <u>#5B:</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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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

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

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.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Based on 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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p>Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		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

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.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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

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

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.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
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.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: 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

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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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

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

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.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Monitoring for Achievement Days	Pre-K – 5 th	Literacy Coach Assistant Principal	Pre-K – 5 th Grade, ESE teachers, Interventionists, Guidance	October, January, May	Discussion of implementation of action plan & progress monitoring at PLCs.	RtI Leadership Team Members
Standards for Mathematical Practice	K-5 th / Math	Julie Dixon	All K-5 th Teachers	September 2012	Discussion of Standards of Mathematical Practice implementation during PLCs	Administration
PLC: Book Study of Common Core Mathematics in a PLC at Work	K – 5 th	Literacy Coach Assistant Principal	All K-5 teachers, ESE teachers, Interventionists, Guidance	Ongoing	PLC discussion of concepts & CCSS implementation	Administration

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Juli Dixon - Standards for Mathematical Practice PD	Stipends	Title 1 – Professional Development	\$1,330.00
Ongoing PD – Standards for Mathematical Practice	Substitute Pay	Title 1 – Professional Development	\$1800.00
CCSS – Math	Book: Common Core Mathematics in a PLC at Work	Title 1 – Professional Development	\$1320.00
Subtotal: \$4450.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: \$4450.00			

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

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.	Students struggle reading non-fiction text.	Increase the opportunities for students to read non-fiction text. Have students read science leveled-readers during the reading block.	Teachers	Students are able to apply non-fiction reading strategies when reading text independently.	Assessments of non-fiction text		
Science Goal #1A: <i>By May 2013, students scoring a level 3 will increase by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5 th : 29% [21]	5 th : 32%					

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

		Students struggle to summarize scientific concepts.	Students are engaged in interactive notebooking at least weekly.	Teachers	Students are able to clearly summarize scientific concepts.	Science Post-tests	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	Students struggle reading non-fiction text.	Increase the opportunities for students to read non-fiction text. Have students read science leveled-readers during the reading block.	Teachers	Students are able to apply non-fiction reading strategies when reading text independently.	Assessments of non-fiction text		
Science Goal #1B: <i>By May 2013, students will maintain their high level of proficiency</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5 th : 0% [0]	0%					
		Students struggle to summarize scientific concepts.	Students are engaged in interactive notebooking at least weekly.	Teachers	Students are able to clearly summarize scientific concepts.	Science Post-tests	
		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.	Students struggle reading non-fiction text.	Increase the opportunities for students to read non-fiction text. Have students read science leveled-readers during the reading block.	Teachers	Students are able to apply non-fiction reading strategies when reading text independently.	Assessments of non-fiction text		
<u>Science Goal #2A:</u> By May 2013, students scoring a 4 or 5 will increase by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5 th : 6%[4]	5 th :16% [12]					
		Students struggle to summarize scientific concepts.	Students are engaged in interactive notebooking at least weekly.	Teachers	Students are able to clearly summarize scientific concepts.	Science Post-tests	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>Students struggle reading non-fiction text.</p>	<p>Increase the opportunities for students to read non-fiction text. Have students read science leveled-readers during the reading block.</p>	<p>Teachers</p>	<p>Students are able to apply non-fiction reading strategies when reading text independently.</p>	<p>Assessments of non-fiction text</p>		
<p>Science Goal #2B: <i>By May 2013, our students will maintain their high proficiency rate. At least 95% of students will meet proficiency</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>5th: 100% [6]</p>	<p>100%</p>					
		<p>Students struggle to summarize scientific concepts.</p>	<p>Students are engaged in interactive notebooking at least weekly.</p>	<p>Teachers</p>	<p>Students are able to clearly summarize scientific concepts.</p>	<p>Science Post-tests</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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		
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>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of 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 Achievem						

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

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

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

Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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

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
Interactive Notebooking PD	K-5 th	Lauren Burdick	K-5 th Teachers	Fall 2012	Observe Interactive Notebooking. Discuss implementation strategies during PLC.	Administration

Science Budget (Insert rows as needed)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Interactive Notebooking PD	Pay for Teachers' Substitutes	Title 1 Professional Development	\$1800.00
Subtotal: \$1800.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: \$1800.00			

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	During a writing workshop, it is difficult for a teacher to individually conference with all students.	Every 4th grade teacher will receive an additional instructional person during the writing block to conference with students about their writing.	Instructional Staff Administration Literacy Coach	Analyze student work Review conferencing logs Observations Coaching cycle	Richey Writes Data Observation Data FCAT Data		
<u>Writing Goal #1A:</u> <i>By May 2013, students scoring a level 3.0 or higher will increase by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	4 th : 70% [54]	4 th : 80% [62]					

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

		Lack of understanding of new expectations for Writing FCAT	Provide training and engage teachers in an analysis of expectations for the writing FCAT. Teachers will create lessons that enable students to meet the new expectations.	Instructional Staff Literacy Coach Administration	Analysis of Student Work Observations Coaching Cycle	Richey Writes Data Observation Data FCAT data	
		Lack of understanding of CCSS and Writing Expectations.	The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.	2 nd – 5 th grade teachers will understand and begin to implement CCSS concepts within their writing instruction. K-1 st grade teachers will understand and plan for instruction based on CCSS.	Staff Administration Instructional Coaches	CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	Lack of understanding of CCSS and Writing Expectations.	The Common Core State Standards are new, and the majority of the staff are unfamiliar with the new standards.	2 nd – 5 th grade teachers will understand and begin to implement CCSS concepts within their writing instruction. K-1 st grade teachers will understand and plan for instruction based on CCSS.	Staff Administration Instructional Coaches	CCSS will be reflected in lesson plans and observations. Student Collaboration Student Writing		
Writing Goal #1B: <i>By May 2013, our students will maintain their high proficiency rate. At least 95% of students will meet proficiency</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	4 th : 100% [5]	4 th : 95%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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
Common Core State Standards	Pre-K – 5 th	Literacy Coach Assistant Principal	School wide	All year @ bi-weekly meetings	Planned activities that cause teachers to implement lessons that are based on CCSS and reflect on implementation.	Literacy Coach Assistant Principal

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: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Celebrate Student Writing	Incentives for Writers	Title 1	1000.00
Subtotal: \$1000.00			
Total: \$1000.00			

End of Writing Goals

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

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

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

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

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		
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Civics Professional Development

<p>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.</p>							
	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

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

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

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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		
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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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

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

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

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

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		

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

<p>1. Attendance</p>	<p>-Low Socio-economic status of population causes issues of basic needs to take precedence over school attendance. -Poorly educated, working poor adult community has created a decreased value of education. -Transportation unavailable when bus is missed. -Children who do not want to attend school are not in school -Challenges in locating parents to provide interventions. -Poor access to medical treatment – lack of insurance/ transportation</p>	<p>Attendance reinforcement on morning news, monthly newsletter, marquis. Parent contact on going for students with sub-standard attendance Referrals to community services as needed.</p>	<p>Social worker, Teacher, Administration</p>	<p>Terms attendance Reports Star attendance Reports</p>	<p>Terms attendance Reports Star attendance Reports</p>		
<p>Attendance Goal #1: <i>Richey's student attendance rate will be 95% for the 2012-2013 school year.</i> <i>We will reduced the number of students with excessive absences by 10%.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					

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

	93.6%	95%					
	<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>					
	263	237					
	<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>					
	121	109					
		5 th graders in 2012 had worst attendance rate of 92.8% Children who do not want to attend school are not in school.	Monthly classroom attendance reinforcement. -Successful 5th graders will share with students in lower grades. -Monthly incentive for 98% attendance. -Posting Weekly % of attendance in each classroom.	Social worker, Teacher, Administration	Terms attendance Reports Star attendance Reports	Terms attendance Reports Star attendance Reports	
		104 students had 20 or more absences throughout the school year. See barriers listed above.	Social worker will mail home a letter informing them of their excessive number of absences. Social worker will progress monitor student attendance of those with excessive absences. Parents will be required to submit a doctor's note for excused absences. Contact parents on a regular basis to discuss solutions to resolve attendance concerns.	Social Worker, Administration	Terms attendance Reports Star attendance Reports	Terms attendance Reports Star attendance Reports	

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

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
NA						

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Rewards for 5 th graders for attendance	Incentives	Title 1	500.00
Subtotal: 500.00			
Total: 500.00			

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	Teachers will need to implement the school-wide behavior expectations consistently. Consistently recognize students who have positive behaviors.	Create and post school-wide behavior expectations. Recognize students that are following the school-wide expectations, which will ultimately decrease referrals, in-school suspension, and out-of-school suspensions.	Discipline Committee, Administration	Compile and analyze referral and suspension data. Discipline Committee will regularly communicate with teachers about the effectiveness.	Referral and suspension data		
Suspension Goal #1: Our goal is to reduce the suspensions by at least 10% for the 2012/2013 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					

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

	<u>2012 Total</u> Number of Out-of-School Suspensions	<u>2013 Expected</u> Number of Out-of-School Suspensions					
	18	16					
	<u>2012 Total Number</u> of Students <u>Suspended</u> Out-of-School	<u>2013 Expected</u> Number of Students <u>Suspended</u> Out-of-School					
	12	10					
		When building class lists, some students from different classes might not get along. When kids register late, students are placed in a class without knowing the student.	Have teachers make class lists to evenly distribute students with negative behaviors. Teachers will also work together to separate students that did not get along, which will ultimately decrease referrals, in-school suspension, and out-of-school suspensions.	Teachers and Administration	Compile and analyze referral and suspension data. Students that repeatedly receive referrals will be referred to the Graduation-Enhancement Teacher.	Referral and suspension data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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
NA						

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:0.00			

End of Suspension Goals

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

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.		
<u>Dropout Prevention Goal #1:</u> <i>NA</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					

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

		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
NA						

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:0.00			

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

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

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

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
NA						

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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
Parent Involvement	Parent Involvement Coordinator	Title 1	\$27,824.52
Subtotal:			\$27,824.52
Total:			\$27,824.52

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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
<u>STEM Goal #1:</u> NA	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

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

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

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

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: 0.00			

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1:</p> <p><i>Our students will engage in presentations of various careers during the Great American Teach-In.</i></p>	1.1. Our students have a lack of understanding of the wide variety of jobs and career paths.	1.1. During the Great American Teach – In, students will engage in presentation of various careers.	1.1. Family Involvement Coordinator Teachers Administration	1.1. Students will demonstrate a deeper understanding of career options.	1.1. Class discussion of Great American Teach-In.
	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)						

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

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
NA						

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: 0.00			

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$14,530.00
CELLA Budget	Total: 0
Mathematics Budget	Total: \$4450.00
Science Budget	Total: \$1800.00
Writing Budget	Total: 1000.00
Civics Budget	Total: 0
U.S. History Budget	Total: 0
Attendance Budget	Total: \$500.00
Suspension Budget	Total: 0
Dropout Prevention Budget	Total: 0
Parent Involvement Budget	Total: \$27,824.52
STEM Budget	Total: 0
CTE Budget	Total: 0
Additional Goals	Total: 0

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

Grand Total: \$50,104.52

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

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The Student Advisory Council (SAC) meets once a month and consists of administrators, teachers, staff, parents and community members. During these meetings we have presenters from Richey Elementary School and/or district to provide the council with information about what is going on within the school community. At this time the members of the council can ask questions and gain a deeper understanding of what is happening in education today. We have used members in the past to assist in fundraisers, classroom volunteers and as business partners. Here at Richey Elementary School we find our SAC to be a large asset to our academic success.

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

Describe the projected use of SAC funds.	Amount
Create a memory wall in the administration building of Richey Elementary of pictures and mementos commemorating Richey's history.	TBD