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: PORT SALERNO ELEMENTARY	District Name: MARTIN
Principal: ELIZABETH TETREAULT	Superintendent: NANCY KLINE
SAC Chair: DIANE WARDLE	Date of School Board Approval: November 20, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	ELIZABETH TETREAULT	Master of Science Degree in Educational Leadership K-12; Bachelor of Science Elementary Education; Elementary Education K-6; ESOL Endorsement; Educational Leadership K-12, School Principal Certification K-12	1	6	2012 B 2011 B 2010 B No AYP- Met 82% SWD did not meet in math, ED, ELL and Hispanic students did not meet in reading or math 2009 A No AYP Met 2008 B Total No AYP- 79% Subgroup specific data: White: Yes AYP Hisp: No AYP ED: No AYP ELL: No AYP SWD: No AYP Black: N/A Asian: N/A Am Ind.: N/A
Assistant Principal	ALLYSA EBERST	Master of Science Degree in Educational Leadership K-12; Elementary Education K-6; ESOL Endorsement;	0	0	2012 B 2011 B 2010 A – No AYP

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
MATH	VICKI BRICKLEY	M.S. Special Ed B.S. Regular ED ESOL ; Regular ED, SLD; VE certified	34.5	1	2012 B 2011 A NO AYP 2010 B NO AYP 2009 A NO AYP
LITERACY	LAUREN RABENER	Bachelor of Science Psychology Education K-6	4	0	2012 B 2011 A NO AYP 2010 B NO AYP 2009 A NO AYP
LITERACY	MARGO NUBELO	Masters in Reading Education K-6		0	2012 B 2011 A NO AYP 2010 B NO AYP 2009 A NO AYP
LITERACY	ANDREA ASCIUTTO	Masters in Reading Education K-6	6	0	2012 B 2011 A NO AYP 2010 B NO AYP 2009 A NO AYP
MTSS	CASEY VASKO	Certified in Elem. Ed 1-6, Ed Leadership K-12, Reading Endorsed, ESOL Endorsed	3	3	2012 B 2011 B 2010 B No AYP- Met 82% SWD did not meet in math, ED, ELL and Hispanic students did not meet in reading or math

Effective and Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. Review applicants on HRNOVUS to identify high quality applicants.	Elizabeth Tetreault	JUNE 2012-MAY 2013
2. Review all applications received by the district and forward to principals.	Gail Williams	ONGOING
3. Continue to foster education majors from local colleges/universities through observations and student teaching opportunities.	Elizabeth Tetreault	ONGOING
4. Continue to provide ongoing staff development including school procedures, state and district requirements, curriculum and instruction.	Elizabeth Tetreault	ONGOING

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
60	11.6%	28%	46.6%	16.6%	33%	100%	3%	8%	71.6%

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
ABBIE BUNTIN	JENNIFER ZUCKER	Although an experienced teacher, Mrs. Zucker is a new to our school this year. Mrs. Buntin teaches on the Kindergarten team and has a classroom nearby. Mrs. Buntin is a former Literacy Coach and has strong leadership skills as well as curriculum knowledge.	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Outlook and day to day operations of the school.
KENDRA DELANO	MARIA SPOONER	Although an experienced teacher, Mrs. Delano is a new to our first grade team and our school this year. Mrs. Spooner is an experienced teacher with in depth	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and

		curriculum and content knowledge to support Mrs. Delano's transition. Her classroom is located nearby and is easily accessible to Mrs. Delano	implementation of lessons and units of study, assistance with Pinnacle, Outlook and day to day operations of the school.
KATIE SAILER	MEGAN EFINGER	Although an experienced teacher, Mrs. Efinger is new to our school this year and brings a strong background in primary education. Ms. Sailer has taught at Port Salerno Elementary for the last 3 years and has been actively involved in professional development through Columbia University's Teachers' College. She will support Mrs. Efinger's transition to a new school, new routines & procedures and together they will continue to develop deeper early literacy instruction. Their classrooms are side by side.	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Outlook and day to day operations of the school.
TERESA SOLIMAN	LISA WOODWARD	Ms. Woodward is a new first grade teacher joining our school this year. She will be mentored by Mrs. Soliman, an experienced Port Salerno Elementary first grade teacher who can support her with our routines/procedures, school wide balanced literacy initiative and is located nearby to assist with any concerns.	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Outlook and day to day operations of the school.
TRISHA EBELL	TAMMY SEXTON	Although an experienced teacher, Mrs. Sexton is a new third grade teacher who worked as a para-professional in our second grade last year. Mrs. Ebell is an experienced teacher who will support Mrs. Sexton's transition, including our routines/procedures, third grade curriculum and resources, as well as our school wide balanced literacy initiative. Their classrooms are located within close proximity as well.	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Outlook and day to day operations of the school.
JOANNE DICKINSON	ROXANNE JOHNSON	Mrs. Johnson is an experienced teacher returning to Martin County. She is new to our school and her transition will be supported by Mrs. Dickinson who has in depth curriculum and assessment knowledge and whose experience at PSE will also provide guidance with our school wide initiatives, routines and procedures.	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of study, assistance with Pinnacle, Outlook and day to day operations of the school.
TARA ZILLY	LISA GREEN	Mrs. Green is an experienced 5th grade teacher from a nearby public school district. She will be mentored by Tara Zilly a seasoned 5th grade teacher who will provide ongoing support with our school	Assistance with establishing routines and procedures within the classroom and throughout the school, lesson planning, preparation and implementation of lessons and units of

		wide procedures/routines, curriculum and assessment as well as our school wide balanced literacy initiative. Mrs. Zilly has successfully mentored many teachers over the years.	study, assistance with Pinnacle, Outlook and day to day operations of the school.

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A

Title I funds support the cost of five positions at our school. There are three Literacy Coaches/Interventionists to support primary and intermediate instructional support through professional development, identification/purchasing of resources as well as scheduling small group and 1:1 interventions for our struggling students. A Math Interventionist provides instructional support in this content area and provides small group interventions for struggling students. Our home-school parent liaison reinforces our parent involvement initiatives and contributes to developing positive, encouraging and supportive family relationships.

We will present five family curriculum nights this year. We will have separate primary and intermediate curriculum nights that will inform parents of the grade level expectations, daily routines and procedures as well as the assessment and accountability tools utilized in each grade level. These nights are facilitated by each classroom teacher. In addition to our curriculum nights, we will provide a "Family Literacy Night", "Family Math Night", and "Family Science Night". These events are interactive, informational and provide opportunities for our families to work with our students and teachers to practice skills and activities that will facilitate student achievement.

Our professional development plans this year will provide teachers with training in all content areas. Our funds will support the continuation of literacy initiatives, best practices in math and science and are intended to support content area development that will lead to increased outcomes for all students. We will use our funds to cover the expense of consultants and materials. Student resources, including literature, post it notes, math manipulatives, writing workshop materials and content area materials will support the implementation of our professional development.

Title I, Part C- Migrant

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs.

Title I, Part D

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I Part D.

Title II

Professional development is directly tied to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan. These funds support district and school wide initiatives and training in all content areas and supports teacher development in data analysis and differentiating instruction.

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Title III

The Title III funds support our English Language Learners in the following ways:

- Developing oral language through the use of supplemental programs

- Instructional software programs to develop language and literacy

- Improved instructional support through focused professional development for faculty & staff

- Parent outreach and training initiatives to assist parents in understanding the education of their children

Title X- Homeless
The Martin County School District provides support for homeless students and families by providing resources for the school guidance department, school nurse and other school personnel.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund certified teachers who use research based intervention programs with struggling students in grades k-5.

Violence Prevention Programs
The Drug Abuse Resistance Education Program (DARE) is implemented in 5th grade and is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. Additionally, the guidance counselor provides social development classes in K-2 during our Related Arts period and additional interventions and assistance as needed.

Nutrition Programs
Cooperation between the University of Florida Extension Office and The Martin County Health Department provides nutrition education to our primary grade students. The University Florida provides a grant funded daily fresh fruits and vegetable snack program for all students. The school also hosts a 30 minute (daily) physical activity program (in addition to regular physical education classes) to allow students to participate in an activity of choice.

Housing Programs

Head Start
The Martin County School District provides Head Start Programs throughout the district. The collaboration and coordination with elementary schools provides quality services for its students through the transition plan, Head Start Self Assessment, and recruitment of students. Shared services for facilities and maintenance are provided by the elementary schools where programs are co-located.

Adult Education
Adult education programs will be referred to the nearest campus providing resources and classes. An Adult Education program is available on the adjacent campus and parents are able to receive training next door. In addition, the Title I Family Resource Center, is also available on our adjacent campus to provide adult education programs that support parent involvement and continued enrichment opportunities for our students.

Career and Technical Education
Career awareness and exploration is integrated in Guidance classroom lessons throughout the year.

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Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
Elizabeth Tetreault- Principal
Allysa Eberst- Assistant Principal
Diane Wardle- Mainstream Consultant
Diane Gumbinner- Guidance Counselor
Vicki Brickley - Math Intervention Teacher
Casey Vasko- MTSS Coach
Andrea Asciutto- Literacy Coach/Interventionist (4th-5th grades)
Margo Nubelo – Literacy Coach/Interventionist (2nd-3rd grades)
Lauren Rabener – Literacy Coach/Interventionist (K-1st grades)
Lisa Bullington- SLP
Paula Lewis- School Psychologist
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The team meets weekly to review student academic and behavioral data. These meetings reinforce the basic function of supporting differentiation in core instruction, provide guidance to ensure interventions are being implemented with fidelity and support a multi-tiered approach to student interventions. The team provides teachers with the support necessary to implement the interventions with fidelity and collect accurate data to determine the success of interventions while continually monitoring the outcomes of our students.

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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? Members from our MTSS team service our school in a variety of ways. They are members on the School Improvement Committees to assist teachers and staff in developing the goals and strategies for the School Improvement Plan. Team members also attend the monthly SIP meetings and monitor progress of the SIP initiatives and evaluate our progress toward achieving multi-tiered responsive interventions.
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. The MTSS Coach has developed an excel spreadsheet to track the implementation of interventions and their outcomes. This monitoring tool is shared with teachers at weekly meetings. In addition to the excel spreadsheets, FAIR charts, Performance Matters and Fountas & Pinnell running records are relied upon to monitor student progress and the outcomes of specific interventions.
Describe the plan to train staff on MTSS. All staff members received updated MTSS training during the staff pre-service week in August 2012. As updates are presented throughout the district, additional training will be provided through data team meetings, faculty meetings and on Early Release Days. In addition, a warehouse of resources, including Powerpoint presentations and hand -outs are available on our school's Common Drive and all teachers and staff have been trained to access these materials. Our MTSS Coach is available upon request, to support the individual needs of teachers in small group and 1:1 settings to ensure comprehensive understanding of the MTSS framework, procedures and supports.
Describe the plan to support MTSS. In August 2012 all teachers and staff received training of the MTSS framework and were provided updates. Throughout the school year, additional training will be provided through data team meetings, faculty meetings and on Early Release Days. Teachers and staff have been trained to locate resources stored on our Common Drive where a warehouse of MTSS resources, including Powerpoint presentations and hand -outs are available. Our MTSS Coach, is available upon request, to support the individual needs of teachers in small group and 1:1 settings to ensure comprehensive understanding of the MTSS framework, procedures and supports. Our weekly meetings support the function of our MTSS Team and our LLT Team Meetings ensure challenges/barriers are addressed in a timely fashion.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Elizabeth Tetreault- Principal Allysa Eberst - Assistant Principal Andrea Asciutto -Literacy Coach/Interventionist Margo Nubelo – Literacy Coach/Interventionist Lauren Rabener – Literacy Coach/Interventionist Vicki Brickley - Math Intervention Teacher Casey Vasko – MTSS Coach
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Our Literacy Leadership Team meets at least bi-monthly to discuss strategies, processes and curriculum development. Our functions include: analyzing data to identify trends and needs, preparing professional development, delivering professional development, planning/preparation for outside professional development, ensuring an alignment between curriculum, instruction and assessment, coordinating materials and resources for teachers, coordinating book studies and professional learning communities, providing vertical alignment between teams through scheduled faculty meetings and data team meetings, and providing MTSS support for all teachers.
What will be the major initiatives of the LLT this year? The focus of our LLT this year will include continued ongoing analysis of student data to monitor the alignment of curriculum. In addition, the team will provide ongoing professional development fostering capacity building projects, teacher development and collaboration through cross grade level articulation, vertical curriculum alignment, model classrooms, and consistent grade level team meetings. Teachers will be given intensive support to develop their intervention blocks in a sustainable, effective way utilizing the literacy coaches/interventionists, and math interventionist as well as outside professional development.

Public School Choice

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

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Elementary Title I Schools Only: Pre-School Transition

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

Head Start and VPK collaborate with elementary schools to provide quality services for its students through the transition plan, Head Start Self Assessment, and recruitment of students. Shared services for facilities and maintenance are provided by the elementary schools where programs are co-located.

PSE hosted a Kindergarten "Round Up" inviting local pre- schools and Headstart providers to attend the event. Flyers were sent to invite parents and children of kindergarten age to attend an informal, introduction to Kindergarten at our school. A discussion of kindergarten curriculum, scheduling and an explanation of kindergarten expectations facilitated by our kindergarten teachers prepared our students and families for the transition. Families were provided with a tour of the school (in small groups lead by various staff members). Students and parents visited Kindergarten classrooms to observe the daily routines and activities. Parents were also assisted to complete school paperwork and bilingual translators were available to help families throughout the event. A newsletter was later sent home to all families with a brochure: "What Every Kindergarten Student Needs to Know". Our kindergarten open house took place before school started this year to ensure our children and families met their teachers before the first day of school.

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

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

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Over 40% of students are English Language Learners, entering Kindergarten with limited or no English. Research shows it takes seven years to fully acquire a second language	1A.1. Implement CCSS with word analysis component of balanced literacy throughout all content areas	1A.1. Principal Assistant Principal Literacy Coaches/Interventionists	1A.1. Classroom Observations Bi-Weekly Team Meetings Performance Matters Reports: District Benchmark Assessments PMRN:FAIR ACCESS reports: Fountas & Pinnell Running Records Team Meeting Notes: student work samples	1A.1. I-Observation Tool Notes from bi-weekly Team Meetings District Benchmark Assessment FAIR Fountas & Pinnell Assessment Student Work Samples
Reading Goal #1A: *Increase the percentage of students reading at Achievement Level 3 in reading from 26% to 30%.*	2012 Current Level of Performance:* *26%*	2013 Expected Level of Performance:* *30%*					
			1A.2. Meeting the needs of diverse learners	1A.2. Differentiate instruction based on a variety of student assessments, including Fountas & Pinnell running records, FAIR, and the district benchmark assessments.	1A.2. Classroom Teachers	1A.2. Bi weekly team meetings to analyze assessments, develop curriculum, plan staff development.	1A.2. I-Observation Tool Notes from bi-weekly team meetings Student Performance on: District Benchmark Assessments, FAIR, Fountas & Pinnell Assessments

		1A.3. Providing continuous support for teachers of Title I populations	1A.3. Conduct bi-weekly team meetings to monitor student progress and provide timely and effective feedback and support to teachers. Staff development will include CCSS training, Fountas & Pinnell running records training and how to implement appropriate interventions during the daily intervention block. Provide students with appropriate interest and level text and targeted small group instruction to support reading comprehension at their reading levels and on grade level text. Provide both primary and intermediate staff developers from Teacher's College to support implementation of best practice in content literacy.	1A.3. Principal, Assistant Principal, Literacy Coaches/Interventionists, Classroom Teachers	1A.3. Data analysis Biweekly Team Meetings with Literacy Coaches/Interventionist	1A.3. Performance Matters, Fountas &Pinnell Assessment Results, and FAIR Results.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: *Students scoring at or above Achievement Level 4 in reading will increase from 21% to 25%.*	2012 Current Level of Performance:* *21%*	2013 Expected Level of Performance:* *25%*	2A.1. State assessment reforms: increased rigor, scale score changes, increased complexity	2A.1. Target student instructional needs through a variety of assessments to provide small group instruction that will result in one year's growth for all students	2A.1. Principal, Assistant Principal, Literacy Coaches, Classroom Teachers, LLI Teachers, Paraprofessionals	2A.1. Lesson Plan Reviews & cross grade level articulation Data analysis to monitor student progress through Performance Matters reports, Fountas & Pinnell Benchmark Assessment, FAIR performance using PMRN, and bi-weekly Data Team meetings with teachers	2A.1. I-Observations District Benchmark Assessments, FAIR Assessments, Fountas & Pinnell Benchmark Assessments, CORE Assessments, and student work samples
			2A.2. Fourth and fifth grade trend- decline in reading scores	2A.2. Early identification of "bubble" students through FCAT 2.0 scores Continued book study "The Art and Science of Teaching" to incorporate high-yield strategies into instruction (Marzano) Set up model classroom for teacher observation of implementation of high yield strategies for all students during the intervention block	2A.2. Principal, Assistant Principal, 4th & 5th grade teachers and literacy coaches/interventionists	2A.2. Goal Setting, Biweekly team meetings, data analysis using Performance Matters, Fountas & Pinnell running records and student work samples	2A.2. Performance Matters Classroom Assessments/ Rubrics Student work samples demonstrating student growth
			2A.3. Increased rigor of FCAT 2.0 increases difficulty of maintaining learning gains at levels 4 and 5	2A.3. Provide targeted small group strategic instruction at higher levels of cognitive complexity, including close reading strategy Continue school-wide book study "The Art and Science of Teaching" to	2A.3. Classroom Teachers	2A.3. Unit-based Classroom Assessments: Reading Notebooks, Read Aloud Assessments, Teacher created Rubrics	2A.3. Fountas & Pinnell Benchmark Assessment, District Benchmark Assessment, Classroom Assessment

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			incorporate high-yield strategies into instruction (Marzano) Daily independent reading with teacher conferring at student's independent reading level to promote student growth at all reading levels Provide a reading unit on test-taking skills			
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3A: *The percentage of students making learning gains in reading will increase 3 percentage points from 59% to 62%.*	2012 Current Level of Performance:* *59%*	2013 Expected Level of Performance:* *62%*	3A.1. If students are more than one year below level in an area, they may not be able to demonstrate their full growth on FCAT	3A.1. Increase student reading and comprehension levels through targeted small group instruction Provide reading intervention for students with identified needs	3A.1. Principal, Assistant Principal, Literacy Coaches, Classroom Teachers, LLI Teachers, Paraprofessionals	3A.1. Fountas &Pinnell Benchmark Assessment Performance Matters Reports Progress monitoring of students receiving intervention-skill based assessments	3A.1. I-Observation District Benchmark Assessments Fountas & Pinnell Benchmark Assessments
			3A.2. Developing student independence and ownership of work though critical thinking and problem solving	3A.2. Provide PD for teachers to teach how to develop understanding of Common Core Standard #10/Text Complexity and utilize it through all content areas Teachers will be trained to use continuum, band sheet, CCSS exemplars, and retelling resources to understand levels represented by students work Use Read Aloud to present text at higher complexity and practice close reading in combination with Interactive Read Aloud Analyze results of benchmark and Fountas & Pinnell assessments Use the Continuum of Literacy Learning to target necessary skills through small group instruction at higher levels of complexity	3A.2. Classroom teachers-grade 4 and 5 and Literacy Coaches/Interventionists	3A.2. Analysis of student independent reading levels Use of Continuum of Literacy Learning	3A.2. Fountas & Pinnell Reading Assessment Benchmark Tests

			Provide high yield strategies to demonstrate comprehension			
		3A.3. Student reading loss: students lose 1-3 reading levels over the summer when not engaging in daily reading at home	3A.3. Provide take home text to increase time spent reading at home Provide Family Literacy Night to promote parent support of at home reading Assess students' incoming reading levels and provide independent and instructional level text to support reading growth Provide reading intervention to students reading below grade level	3A.3. Classroom Teachers	3A.3. Analysis of Independent Reading Levels	3A.3. FAIR; Fountas & Pinnell Assessment
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: *Increase the percentage of learning gains in reading for students in our lowest 25% from 52% to 55%.*	2012 Current Level of Performance:* *52%*	2013 Expected Level of Performance:* *55%*	4A.1. English Language Learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains	4A.1. Provide interactive word walls and content area word walls Provide print rich environment Utilize the Interactive Read Aloud to model and have students engage in verbal (including partner and whole group discussions) and written response to complex text Utilize collaborative grouping (i.e. book clubs, partnerships, problem based learning model) to develop student critical thinking skills through conversation and in writing	4A.1. Classroom Teachers	4A.1. Analysis of oral language skills Rubrics Use of Continuum of Literacy Learning	4A.1. Classroom observations Classroom Assessments
			4A.2. Early identification of student needs	4A.2. Teachers will work within the MTSS framework to identify student needs and accelerate growth through the implementation of evidenced based interventions	4A.2. Teachers, MTSS Coach and Team	4A.2. Progress monitoring data collected through the intervention process	4A.2. MTSS Team Review
			4A.3. Approximately 25% of kindergarten students entering PSE have had no preschool experience, resulting in being significantly behind in developing necessary skills and strategies for reading success and requiring more than one year's growth each year in order to demonstrate adequate gains	4A.3. Work with Title I Department to develop and provide an oral-language based pre-k to develop skills for kindergarten Work with Parent Resource Center to build at home support for literacy Provide family literacy workshops to promote family involvement in	4A.3. Principal, Literacy Coaches/Interventionists Kindergarten Teachers	4A.3. Parent Survey Literacy Workshop Sign-In Oral Language Assessment Data from Pre-K FAIR	4A.3. Increased percent of students attending pre-school Demonstrated growth of students from Title I pilot Pre-K

			literacy.			
			Provide access to leveled text to build literacy skills			
			Provide opportunities to engage in meaningful conversation around text in order to build an oral language foundation necessary for reading success			
			Provide oral language intervention to students with identified needs			
			Provide Imagine Learning to all NES and LES students			

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	64%	56%	61%	66%	71%	78%
Reading Goal #5A: *In six years we will reduce our achievement gap in reading by 50% from 44% to 22%. Therefore, 78% of our students will score satisfactory by 2016-2017.*							

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: Over 50% of students are English Language Learners, entering Kindergarten with limited or no English. Research shows it takes seven years to fully acquire a second language	5B.1. Implement CCSS with word analysis component of balanced literacy throughout all content areas	5B.1. Teachers Principal Assistant Principal	5B.1. Lesson Plans Observations Data Team Meetings	5B.1. CCSS Checklist I-Observation Tool Data Team Notes	
Reading Goal #5B: *2011-2012 Target for all subgroups was not met.* *Our goal is to meet the 2013 expected level of performance in each subgroup listed in the columns to the left.*	**2012 Current Level of Performance:*** / **2013 Expected Level of Performance:*** Enter numerical data for current level of performance in this box. / Enter numerical data for expected level of performance in this box. White:72% / White: 82% Black: 39% / Black: 69% Hispanic: 48% / Hispanic: 58% Asian:N/A / Asian: N/A American Indian: N/A / American Indian: N/A						
		5B.2. English Language Learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains	5B.2. Provide interactive word walls and content area word walls Provide print rich environment Utilize the Interactive Read Aloud to model and have students engage in verbal (including partner and whole group discussions) and	5B.2. Teachers Principal Assistant Principal	5B.2. Observations	5B.2. I-Observation	

			written response to complex text Utilize collaborative grouping (i.e. book clubs, partnerships, problem based learning model) to develop student critical thinking skills through conversation and in writing			
		5B.3 Approximately 25% of kindergarten students entering PSE have had no preschool experience, resulting in being significantly behind in developing necessary skills and strategies for reading success and requiring more than one year's growth each year in order to demonstrate adequate gains	5B.3. Work with Title I Department to develop and provide an oral-language based pre-k to develop skills for kindergarten Work with Parent Resource Center to build at home support for literacy Provide family literacy workshops to promote family involvement in literacy Provide access to leveled text to build literacy skills Provide opportunities to engage in meaningful conversation around text in order to build an oral language foundation necessary for reading success Provide oral language intervention to students with identified needs Provide Imagine Learning to all NES and LES students	5B.3. Principal Assistant Principal Teachers Literacy Coaches/Interventionists	5B.3. Administer Oral Language Assessments throughout the school year Refer parents to the Parent Resource Center with a "prescription" for resources Continue to maintain a teacher resource room for literacy materials and classroom libraries Provide ongoing staff development for early literacy/oral language development	5B.3. Mondo Oral Language Assessment Parent Resource Center Prescriptions Classroom Observations and Coach's Logs/schedules Professional Development forms Intervention Forms/Reports Imagine Learning Reports

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. English Language Learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains	5C.1. Provide interactive word walls and content area word walls Provide print rich environment Utilize the Interactive Read Aloud to model and have students engage in verbal (including partner and whole group discussions) and written response to complex text Utilize collaborative grouping (i.e. book clubs, partnerships, problem based learning model) to develop student critical thinking skills through conversation and in writing	5C.1. Principal, Assistant Principal, Literacy Coaches & Teachers	5C.1. Classroom Observations Progress monitor oral language utilizing formative assessment Progress monitor reading development through formative assessment	5C.1. I-Observation Tool Teacher's College Oral Language Development Assessment Fountas & Pinnell running records (analyze miscues and comprehension, as well as fluency checks)
Reading Goal #5C: *52% of our ELL learners did not make satisfactory progress in reading.*	2012 Current Level of Performance:* *48%*	2013 Expected Level of Performance:* *53%*					
			5C.2. English Language Learners not making satisfactory progress in reading will receive intensive remediation during the intervention block	5C.2. An additional 30 minutes each day will be built into the master schedule for interventions designed to meet the needs of struggling learners	5C.2. Principal, Assistant Principal & Teachers	5C.2. Classroom Observations	5C.2 I-Observation Tool
			5C.3. English Language Learners not making satisfactory progress in reading will receive computer based instruction that supports oral language development	5C.3. English Language Learners will receive a minimum of 30 minutes a day on Imagine Learning to support oral language and reading development	5C.3. Principal, Assistant Principal & Teachers	5C.3. Monitor student progress utilizing formative assessments	5C.3 Imagine Learning progress monitoring reports

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: *78% of our Students with Disabilities did not make satisfactory progress in reading.*	2012 Current Level of Performance:* *22%*	2013 Expected Level of Performance:* *25%*	5D.1. Students with disabilities may be 2 or more levels below grade level and need to be able to read and comprehend grade level text on FCAT 2.0	5D.1. Provide small group, targeted instruction using a variety of materials	5D.1. Teachers Principal Assistant Principal	5D.1. Ongoing progress monitoring using reading running records	5D.1. Fountas & Pinnell reading running records
			5D.2. Students with disabilities require intensive remediation	5D.2. Provide a ½ hour intervention block to be used for intensive remediation and support	5D.2. Teachers Principal Assistant Principal	5D.2. Observation Progress monitoring using a variety of assessments Data Team Meetings with ESE teachers to provide ongoing data checks	5D.2. I-Observation Fountas & Pinnell running records Data Team Notes
			5D.3. ESE students require small group and 1:1 instruction	5D.3. Teacher will provide differentiated instruction in small groups and 1:1 as needed on a student by student basis	5D.3. Teacher Principal Assistant Principal	5D.3. Progress monitoring using a variety of assessments Observations	5D.3. Fountas & Pinnell running records I-Observation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Struggling students require extended time for reading	5E.1. Provide an additional 30 minutes each day for teacher guided interventions in small groups or 1:1 intensive remedial groups	5E.1. Teachers	5E.1. Ongoing progress monitoring using a variety of assessments	5E.1. Fountas & Pinnell reading running records, benchmark assessments and CORE reading materials
Reading Goal #5E: Increase the performance level of economically disadvantaged students from 51% to 53% in reading.	2012 Current Level of Performance:* *51%*	2013 Expected Level of Performance:* *53%*					
			5E.2. Struggling learners require feedback pertaining to their progress, errors in thinking and reasoning as well as details about their accomplishments	5E.2. Provide ongoing feedback (directly relating to student's performance and thought development) in order to celebrate progress, identify errors/misconceptions and support students in taking ownership of their learning	5E.2. Principal, Assistant Principal, Literacy Coaches & Teachers	5E.2. Classroom Observations Student work sample	5E.2. I-Observation Tool Student learning logs
			5E.3. Lack of motivation impedes the learning process	5E.3. Implement school wide Positive Behavior Support to recognize the progress of ALL students Students will monitor their progress in their learning logs and teachers will conduct periodical review in student conferences	5E.3. Principal, Assistant Principal, PBIS Coach, Guidance Counselor, MTSS Coach. Teachers & Staff Teachers & Students	5E.3. PBIS Event Participation Review of student work samples	5E.3. PBIS reporting tool Student learning logs

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<u>Reading Professional Development</u>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Balanced Literacy	K-5 Reading and Writing	Enid Martinez & Emily Deliddo	K-5 teachers	10 dates during the 2012-2013 school year	Classroom observations, LLT Meetings, grade level data meetings	Principal, Assistant Principal
PLC: Book Club - The Art and Science of Teaching, as well as professional articles from our E-library	K-5	Liz Tetreault, Principal & Allysa Eberst, Assistant Principal	K-5 Teachers	Monthly Faculty Meetings	Classroom observations, LLT Meetings, grade level data meetings	Liz Tetreault, Principal & Allysa Eberst, Assistant Principal
Common Core Standards	K-5	Liz Tetreault, Principal & Allysa Eberst, Assistant Principal	K-5 Teachers	Monthly Faculty Meetings	Classroom observations, LLT Meetings, grade level data meetings & lesson plans	Liz Tetreault, Principal & Allysa Eberst, Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Workshop	Materials for Parents; books for students for at home reading	Title I	1,500.00
Experiential field trips aligned with Science Curriculum	Admission fees, trip expenses	PEW Grant	$15,680.00
			Subtotal: $17,180.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Promethean Board Training	Active Votes	Educational Technology	0
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD for K-5 teachers- literacy	Staff Development 10 days	Title I and Pew Grant	$25,000.00
Materials for PD	Literature, manipulatives, charts	Title I	$15,000.00
			Subtotal: $40,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Liaison and use of the Parent Resource Center	Parent Liaison	Title I	$16,000.00
Reading Coaches/Interventionists	Support for small group targeted skill development	Title I	$170,000.00
Books for classroom libraries, read alouds, supplies for intervention teachers, kits for intervention, content literacy development	Classroom Libraries LLI Kits Comprehension Toolkits Content Literacy Materials	Title I	$10,000.00
			Subtotal: $186,000.00
			Total: $253,180.00

End of Reading Goals

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<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

* 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. CELLA Goal #1: *Students scoring proficient in listening/speaking on CELLA will increase 4% from 48% to 52%.*	2012 Current Percent of Students Proficient in Listening/Speaking: *48%*	1.1. Building a system based in early learning to support the cognitive and social development of English Language Learners.	1.1. Work with Title I to support alignment of Pre-K program that includes oral language development, foundational skills and social/emotional skills.	1.1. Principal Assistant Principal	1.1. Oral language assessment of incoming Kindergarten students.	1.1. Mondo Oral Language Assessment
		1.2. Oral language deficiencies	1.2. Write clearly defined language objectives throughout content areas aligned with the CCSS.	1.2. Teachers Literacy Coaches/Interventionists	1.2. Oral language assessments.	1.2. Mondo Oral Language Assessment
		1.3. ELL students need a minimum of 3 years of formal instruction to become proficient in English language.	1.3. Utilize Imagine Learning program on a daily basis for all NES and LES students.	1.3 Teachers	1.3. Analyze progress monitoring reports on a monthly basis.	1.3 Imagine Learning
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. CELLA Goal #2: *Students scoring proficient in reading will increase 4% from 50% to 54%.*	2012 Current Percent of Students Proficient in Reading: *54%*	2.1. Oral language development	2.1. Provide daily Read Aloud to present text at higher complexity and practice close reading in combination with Interactive Read Aloud	2.1. Teachers Literacy Coaches/Interventionists	2.1. Monitor independent and instructional reading levels, including miscues and errors.	2.1. Fountas & Pinnell
		2.2. Instructional conversations to link experiences and knowledge support ELL Learners with a framework	2.2. Provide pre-reading and post reading questions to support connections	2.2. Teachers Literacy Coaches/Interventionists	2.2. Monitor student discussions using rubrics	2.2. Teacher's College Rubric for accountable talk

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		for comprehension	Provide turn & talks and cooperative learning opportunities pre and post Read Aloud			
		2.3. Content area vocabulary	2.3. Provide a variety of opportunities for students to develop an understanding of content area vocabulary, including Read Aloud, Shared Reading and Shared Writing	2.3. Teachers Literacy Coaches/Interventionists	2.3. Monitor student work samples, discussions, progress reports and reading comprehension.	2.3. Literature Journals, Fountas & Pinnell running records, and Imagine Learning.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *Students scoring proficient in writing will increase 3% from 41% to 44%.*	2012 Current Percent of Students Proficient in Writing : *44%*	2.1. English language acquisition can take more than 3 years.	2.1. Differentiate instruction aligned with Common Core Standards and provide small group work to support struggling writers	2.1. Teachers Literacy Coaches/Interventionists	2.1. Monitor progress using rubrics for writing	2.1. Teacher's College writing rubrics
		2.2. English language acquisition is promoted through shared experiences	2.2. Shared and interactive writing.	2.2. Teachers Literacy Coaches/Interventionists	2.2. Monitor progress using checklist of student participation in shared and interactive writing.	2.2. Teacher created checklist Teacher's College rubric for shared/interactive writing
		2.3. English language learners need non-linguistic and linguistic representation	2.3. Model writing skills and provide opportunities to confer with students	2.3 Teachers Literacy Coaches/Interventionists	2.3. Monitor student progress through student's work samples.	2.3. Teacher's College rubrics for writing

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Mondo Oral Language Program	Oral Language Kit to support classroom instruction	Title I	Purchased last year
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	Computer based program for English Language acquisition and reading	Title I	Purchased by district
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Read Alouds, Shared Reading & Guided Reading	Teacher's College Staff Developers	Title I	$5,000.00
Interactive and shared writing	Teacher's College Staff Developers	Title I	$5,000.00
			Subtotal: $10,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Literature journals	Composition books, age appropriate paper	Title I	3,000.00
			Subtotal: $13,000.00
			Total: $13,000.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: *Students scoring at Achievement Level 3 in mathematics will increase 3% from 54% to 57%.*	2012 Current Level of Performance:* *54%*	2013 Expected Level of Performance:* *57%*	1A.1. Over 40% of students are English Language Learners, entering Kindergarten with limited or no English. Research shows it takes seven years to fully acquire a second language	1A.1. Implement word analysis component of Balanced Literacy in all content areas	1A.1. Principal Assistant Principal Math Interventionist	1A.1. Classroom Observations Bi-Monthly Team Meetings Performance Matters Reports: District Benchmark Assessments PMRN:FAIR ACCESS reports: Fountas & Pinnell Running Records Team Meeting Notes: analysis of student work samples	1A.1. I-Observation Tool Notes from bi-weekly Team Meetings District Benchmark Assessment FAIR Fountas & Pinnell Assessment Student Work Samples
			1A.2. Over 40% of students are Non-Native English speakers; research shows it takes up to seven years to master instructional language in a second language	1A.2. Provide access to ELL paraprofessionals Provide access to ESOL Professional development to teachers not ESOL endorsed Provide access to intervention and vocabulary development in math Provide coaching in content area reading strategies through math for teachers	1A.2. Principal Assistant Principal Math Intervention Teacher	1A.2. Teacher progress toward endorsement Evaluation of paraprofessionals Progress monitoring of student proficiency by standard/skill	1A.2. I-Observation Tool IPDPs Paraprofessional evaluation
			1A.3. Support school wide initiative to strengthen core for teachers with varying	1A.3. Provide professional development in math instruction that is linked to	1A.3. Principal Assistant Principal	1A.3. Data collected through "Benchmark" testing that occurs in quarters 1, 2	1A.3. Performance Matters MacMillan Curriculum

		levels of instructional experience	instructional strategies learned for other content areas, including Math Talks by Marilyn Burns and professional development with district Math Coordinator Provide support in math for students who demonstrate weakness in math (by skill area)through small group intervention instruction with Math Interventionist	Instructional Coaches	and 3. Data collected through Curriculum based assessments Data Collected through teacher evaluation	based assessments Teacher Observation
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Mathematics Goal #2A: Students scoring at or above Achievement Levels 4 and 5 in mathematics will increase from 21% to 25%.	2012 Current Level of Performance:* *21%*	2013 Expected Level of Performance:* *25%*	2A.1. Increased rigor of the assessment from year to year	2A.1. Target student instructional needs and provide small group instruction that results in one year's growth for all students	2A.1. Principal Assistant Principal Instructional Coaches Math Interventionist Family Resource Center	2A.1. Monitor student progress through Performance Matters reports, Fountas & Pinnell Benchmark Assessment, FAIR performance using PMRN, and bi-weekly Data Team meetings with teachers	2A.1. I-Observations District Benchmark Assessments, FAIR Assessments, Fountas & Pinnell Benchmark Assessments, CORE Assessments, and student work samples
			2A.2. Increased complexity of math vocabulary	2A.2. Utilize content literacy word walls to support oral language development Aid teachers in analysis of formative data collected throughout the school year so that they can effectively plan and deliver instruction that meets the needs of students at a variety of instructional levels Work with teachers as they differentiate instructional groups in mathematics Provide opportunities for students to develop deepening understanding of vocabulary through the use of learning logs	2A.2. Principal, Assistant Principal, Instructional Coaches, Math Interventionist & Family Resource Center	2A.2. Benchmark Testing Curriculum based assessments	2A.2. Performance Matters MacMillan Core Math Curriculum Assessments
			2A.3. Increased cognitive complexity of mathematics assessment	2A.3. Provide teachers with cognitive complexity training Provide students with content learning logs for responses to mathematical equations to support student thought process and support early identification	2A.3. 3rd – 5th grade teachers Math SIP Committee Principal, Assistant Principal, Math Interventionist, teachers and students	2A.3. Benchmark assessments and student learning log review	2A.3. FCAT 2.0 District Benchmark assessments CORE Math Assessments Review of student learning logs

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				of misconceptions and/or the proper conceptualization of mathematical equations			
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. If students are more than one year below level in an area, they may not be able to demonstrate their full growth on FCAT 2.0	3A.1. Increase student reading and comprehension levels through targeted small group instruction Provide reading and math intervention for students with identified needs through daily 30 minute intervention block beyond the core instructional time	3A.1. Principal, Assistant Principal, Math Interventionist, Teachers	3A.1. Fountas & Pinnell Benchmark Assessment Performance Matters Reports Progress monitoring of students receiving intervention-skill based assessments	3A.1. I-Observation District Benchmark Assessments Fountas and Pinnell Benchmark Assessments
Mathematics Goal #3A: Increase the percentage of students making learning gains in mathematics from 53% to 56%.	2012 Current Level of Performance:* *53%*	2013 Expected Level of Performance:* *56%*					
			3A.2. Need for conceptualization of math concepts utilizing math manipulatives and feedback pertaining to student progress	3A.2. Provide daily differentiated instruction in math utilizing a variety of math manipulatives to support conceptualization of math skills prior to introduction of algorithms	3A.2. Principal, Assistant Principal, Math Interventionist & Teachers	3A.2. Classroom observations, Student learning logs and work samples	3A.2. Performance Matters CORE Assessments Student learning logs
			3A.3. Additional time needed to master basic math facts and skills	3A.3. Provide access to math intervention for students	3A.3. Math Interventionist	3A.3. Student work samples and formative/summative student data	3A.3. District Benchmark Assessments CORE Math Assessments CORE Formative Assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *N/A.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: *The percentage of students in the lowest 25% making learning gains in mathematics will increase by 3% from 48% to 54%.*			4A.1. Early identification of student needs	4A.1. Teachers will work within the MTSSS framework to identify student needs and accelerate growth through the implementation of evidenced based interventions	4A.1. Teachers, RTI Coach and RTI Team	4A.1. Progress monitoring data collected through the intervention process	4A.1. RTI Team Review
	2012 Current Level of Performance:* *48%*	2013 Expected Level of Performance:* *54%*					
			4A.2. Additional time and instructional methods needed to support struggling learners	4A.2. Access to Math Intervention outside the math block for struggling students	4A.2. Principal Assistant Principal Math Interventionist	4A.2. Pre/post testing Benchmark testing outcomes	4A.2. Performance Matters
			4A.3. 40% of PSE students are second language learners. Understanding instruction in math poses an added challenge to these students	4A.3. Provide research based ESOL instructional methods to students learning math concepts Provide professional development to teachers in need of skill acquisition in ESOL instructional strategies in math Provide bi-lingual support to students learning math through ESOL paraprofessionals	4A.3. Principal Assistant Principal Teachers Math Interventionist	4A.3. Teacher Observations Formative assessments (to include word problems) Benchmark Assessments	4A.3. I-Observation CORE Math Assessments Performance Matters Reports

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**54%**	**62%**	**70%**	**78%**	**86%**	**95%**
Mathematics Goal #5A: *Students scoring satisfactory in mathematics will increase from 54% to 95% by 2016-2017.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: All subgroups making satisfactory progress in mathematics will increase by a minimum of 3% in mathematics.	2012 Current Level of Performance:* White: 65% Black: 32% Hispanic: 49% Asian: American: Indian:	2013 Expected Level of Performance:* White: 69% Black: 42% Hispanic: 52% Asian: American: Indian:	5B.1. White: Black: Hispanic: Asian: American Indian: Early identification of student needs	5B.1. Provide research based ESOL instructional methods to students learning math concepts Provide professional development to teachers in need of skill acquisition in ESOL instructional strategies in math Provide bi-lingual support to students learning math through ESOL paraprofessionals	5B.1. Teachers, RTI Coach and RTI Team, Math Interventionist Assistant Principal, Principal	5B.1. Core Math: Diagnostic Assessment Ongoing progress monitoring utilizing formative math assessments Observations	5B.1 McMillan Diagnostic tool Math assessments I-Observation Tool
			5B.2. Additional time and instructional methods needed to support struggling learners	5B.2. Access to Math Intervention outside the math block for struggling students	5B.2. Principal, Assistant Principal, Math Interventionist	5B.2 .Core Math: Diagnostic Assessment Ongoing progress monitoring utilizing formative math assessments Observations	5B.2. McMillan Diagnostic tool Math assessments I-Observation Tool

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		5B.3. 57% of PSE students are second language learners. Understanding instruction in math poses an added challenge to these students	5B.3. Provide research based ESOL instructional methods to students learning math concepts Provide professional development to teachers in need of skill acquisition in ESOL instructional strategies in math Provide bi-lingual support to students learning math through ESOL paraprofessionals	5B.3. Teachers, RTI Coach and RTI Team, Math Interventionist	5B3. Core Math: Diagnostic Assessment Ongoing progress monitoring utilizing formative math assessments Observations	5B.3. McGraw Hill Math Connects Diagnostic tool Math formative assessments I-Observation Tool

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. English language learners are confronted with language barrier.	5C.1. Develop content vocabulary	5C.1. Teachers, interventionist/coaches	5C.1. Formative Assessments of grade level content vocabulary	5C.1 Content vocabulary mini-assessments created by coaches, teachers and Teacher's College Staff Developer
Mathematics Goal #5C: *Ell learners making satisfactory progress in mathematics will increase from 48% to 53%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48%	*53%.*					
			5C.2. English language learners require opportunities to show their thinking process	5C.2. Develop response journals in content areas	5C.2. Teachers, interventionist/coaches	5C.2. Response journals	5C.2. Rubric for response journals developed by teachers/coaches/interventionist
			5C.3. English Language Learners require opportunities to engage in content dialogue with peers/teacher	5C.3. Provide opportunities for students to work in small skills based groups with teachers and peers	5C.3. Teachers, interventionist/coaches	5C.3. Student outcomes on assessments	5C.3. CORE assessments Formative assessments Student work samples
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. Students with disabilities require additional resources	5D.1. Utilize the Triumphs math materials to support conceptualization of math skills.	5D.1. ESE Teachers	5D.1 Progress monitoring checks utilizing mini-assessments Math journals	5D.1. Triumphs math assessments Student work samples
Mathematics Goal #5D: Students with Disabilities making satisfactory progress in mathematics will increase from 32% to 35%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	*35%*					
			5D.2. Students with disabilities need to be provided with a variety of ways to conceptualize math	5D.2. Provide small group and 1:1 differentiated instruction using manipulatives	5D.2. Teachers	5D.2. Math assessments Student response journals	5D.2. Triumphs math assessments Student work samples
			5D.3. Students with disabilities need opportunities to move from concrete to abstract math instruction	5D.3. Utilize manipulatives when introducing math concepts	5D.3. Teachers	5D.3. Formatively assess students understanding of concepts Provide opportunities for students to give feedback regarding their understanding	5D.3. Triumphs math assessments Student work samples

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Economically disadvantaged students may require additional motivation to participate	5E.1. Provide a variety of math instructional opportunities through differentiating instruction, small group work and 1:1 instruction	5E.1. Teachers Math Interventionist Principal Assistant Principal	5E.1. Ongoing progress monitoring Data Team Meetings to address areas of concern and schedule support from interventionist	5E.1. CORE Math assessments Formative Assessments Benchmark Assessments
Mathematics Goal #5E: *Economically Disadvantaged students making satisfactory progress in mathematics will increase from 49% to 53%.*	2012 Current Level of Performance:* *49*	2013 Expected Level of Performance:* *53*					
			5E.2. Economically disadvantaged students need instruction that moves from concrete to abstract to conceptualize skills	5E.2. Provide students with small group and 1:1 instruction using manipulatives	5E.2. Teachers Math Interventionist Principal Assistant Principal	5E.2. Teacher Observation and conferencing Math Journals	5E.2. Anecdotal records Student work samples
			5E.3. Math vocabulary deficits	5E.3. Math word walls and math journals will support students in developing math language	5E.3. Teachers Math Interventionist Principal Assistant Principal	5E.3. Classroom observations Math Journals	5E.3. I-Observation Tool Student work samples

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* 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.	

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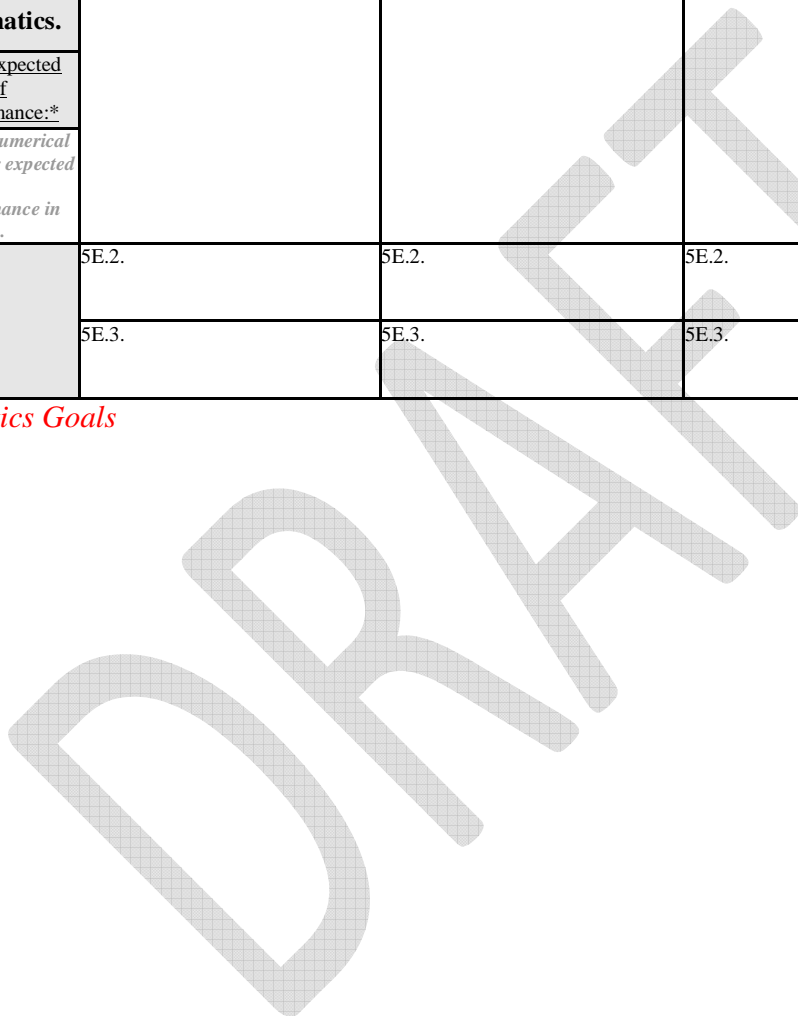| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation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

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

End of Middle School Mathematics Goals

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*
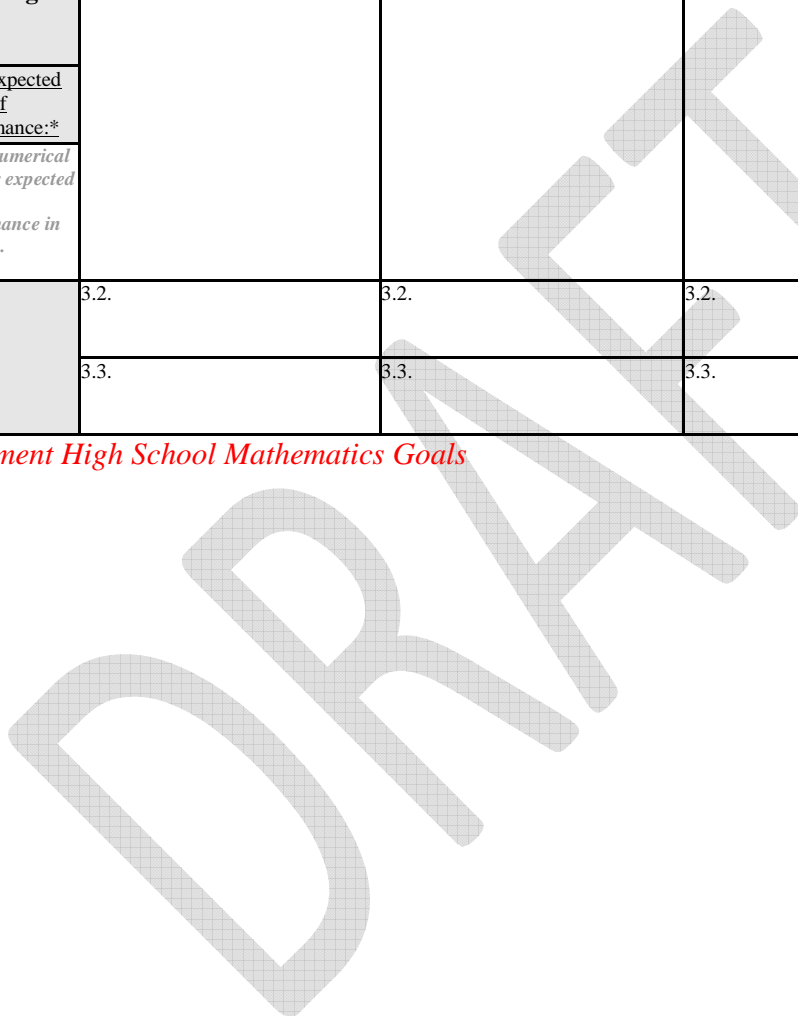
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		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**						
Algebra 1 Goal #3A: N/A							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	
Algebra 1 Goal #3B: *N/A*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* 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.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on 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**					
Geometry Goal #3A: N/A						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.
Geometry Goal #3B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* 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.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.

Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
N/A	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*

	3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
	3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cognitive Complexity Training	3-5	Principal and District Math Coordinator, Steve Layson	Teachers 3rd-5th grades	October/November 2012	Observation Student performance on complex assessment items	Principal Assistant Principal Teachers
Differentiated Math instruction	K-5	Lisa Rogers, Math Solutions	Teachers school-wide	November 2012 & January 2013	Observation Student performance on complex assessment items	Principal Assistant Principal Teachers
Math Interventions	K-5	Assistant Principal	Teachers school-wide	September - October 2012	Teacher Observation Student Work Samples Analysis of CORE Math Assessments	Principal Assistant Principal Teachers

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Math Interventionist/Tutor	Support for targeted skill development through small group work	Title I	$70,000.00
Strengthening instruction in the CORE Math Program K-5	Ongoing professional development for teachers to utilize CORE Math materials and implement continuous best practice	District	0
Math Interventions	Set up model classrooms for teachers to observe best practice	Title I	$5,000.00
			Subtotal: $75,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilizing Promethean Boards for Math Instruction	Educational Technology	District	0
Distance Learning Support from Math Solutions	Ongoing monthly learning/support	Title I	0
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Differentiated Math Instruction: Math Solutions	Professional Development 1x in 2012-2013 school year with on-going distance learning support monthly	Title I	$13,000.00
Cognitive Complexity Training	Resources provided by district level math coordinator. Resources address complexity levels questions on varied assessments	District	$50.00
Math Interventions	Resources provided by CORE Math series	Reprographics Title I	$300.00
			Subtotal: $13,350.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Utilizing math manipulatives and concept literacy materials to support the conceptualization of math skills.	Math Manipulatives aligned with NGSSS & CCSS. Math literature to support math literacy.	Title I	$1,500.00

	Subtotal: $1,500.00
	Total: $89,850.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Over 40% of students are English Language Learners, entering Kindergarten with limited or no English. Research shows it takes seven years to fully acquire a second language	1A.1. Implement word analysis component of Balanced Literacy in all content areas	1A.1. Principal Assistant Principal Literacy Coaches Science Lab Teacher	1A.1. Classroom Observations Bi-Monthly Team Meetings Performance Matters Reports:District Benchmark Assessments PMRN:FAIR ACCESS reports: Fountas & Pinnell Running Records Team Meeting Notes: student work sample	1A.1. I-Observation Tool Notes from bi-weekly Team Meetings District Benchmark Assessment FAIR Fountas & Pinnell Assessment Student Work Samples
Science Goal #1A: *Students scoring at Achievement Level 3 in Science will increase 5% from 49% to 54%.*	2012 Current Level of Performance:* *49%*	2013 Expected Level of Performance:* *54%*					
			1A.2. Scheduling science instruction that includes hands on activities and literacy rich lessons	1A.2 Require science instruction to occur daily and include 5 E's. Science Lab teacher will align Science Lab activities with grade level curriculum maps	1A.2. Principal Assistant Principal	1A.2. Classroom observations Review of lesson plans	1A.2. I-Observation Tool Teacher Lesson Plans
			1A.3. A large number of students in grades K-5 are reading 1 to 2 levels below grade level	1A.3. Provide teachers with Content Area Literacy Instruction with on-site staff developers Vocabulary development throughout the school community K-5 Provide opportunities for teachers with advanced Content Area Literacy	1A.3. Principal Assistant Principal Instructional Coaches	1A.3. Inventories of student reading Performance on science benchmark testing Vocabulary boxes	1A.3. Fountas & Pinnell Reading Inventories Performance Matters

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			Instruction training to model instruction for teachers			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Student motivation.	2A.1. Increased hands on science lab experiments aligned with curriculum.	2A.1. K-5 Teachers Science Lab Teachers	2A.1. Classroom Observations Student work samples	2A.1. I-Observation Student Work Samples
Science Goal #2A: Students scoring at or above Achievement Levels 4 and 5 in Science will increase from 12% to 17%.	2012 Current Level of Performance:* *12%*	2013Expected Level of Performance:* *17%*					
			2A.2. With over 80% of our students in poverty, background knowledge and experiences are weak.	2A.2. Science based field trips for all students K-5.	2A.2. Principal	2A.2. Field Trip Reports PEW Grant Report	2A.2. Student work samples Teacher feedback
			2A.3. Increased rigor of the assessment from year to year	2A.3. Target student instructional needs and provide small group instruction that results in one year's growth for all students	2A.3. ALL	2A.3. Monitor student progress through Performance Matters reports, Fountas & Pinnell Benchmark Assessment, FAIR performance using PMRN, and bi-weekly Data Team meetings with teachers	2A.3. I-Observations District Benchmark Assessments, FAIR Assessments, Fountas & Pinnell Benchmark Assessments, CORE Assessments, and student work samples
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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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: *Enter narrative for the goal in this box.* / 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.* / 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

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)*

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

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

End of Biology 1 EOC Goals

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Science Professional Development

<table>
<tr><td colspan="6">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.</td></tr>
<tr>
<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
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<tr>
<td>PD- Science</td>
<td>K-5</td>
<td>District Science Coordinator</td>
<td>Science Lab Teacher</td>
<td>September 2012</td>
<td>Observations & Lesson Plans</td>
<td>Principal & Assistant Principal</td>
</tr>
<tr>
<td>Hands on Science Experiments</td>
<td>K-5</td>
<td>District Science Coordinator</td>
<td>All K-5 teachers</td>
<td>September 2012</td>
<td>Observations & Lesson Plans</td>
<td>Principal & Assistant Principal</td>
</tr>
<tr>
<td>Using Formative Assessments in Science</td>
<td>K-5</td>
<td>Principal, Assistant Principal & Science Lab Teacher</td>
<td>All K-5 Teachers</td>
<td>November 2012</td>
<td>Observations & Lesson Plans</td>
<td>Principal & Assistant Principal</td>
</tr>
</table>

Science Budget (Insert rows as needed)

<table>
<tr><td colspan="4">Include only school-based funded activities/materials and exclude district funded activities/materials.</td></tr>
<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td>Use of scope and sequence</td><td>District Scope and Sequence</td><td>District & Reprographics</td><td>$300.00</td></tr>
<tr><td>Developing Content Literacy Libraries</td><td>Provide teachers with reinforced content rich classroom libraries for read-alouds and close reading strategies</td><td>Title I</td><td>$2,000.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $2,300.00</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td>Flip Charts and Strategy lessons using the Promethean Board</td><td>Promethean Board</td><td>Educational Technology</td><td>0</td></tr>
<tr><td>Brain Pop Software</td><td>Brain Pop License</td><td>Title I</td><td>$700.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $700.00</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td>PD- science content</td><td>Science Lab Teacher attending PD</td><td>Title I</td><td>$500.00</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

		Subtotal:	$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Lab for hands on experiments	Science lab for all K-5 students to participate in hands-on science lessons and to serve as a model science based classroom for teacher observations	District	$500.00
		Subtotal:	$500.00
		Total:	$4,000.00

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.			1A.1. Students who have limited English language skills	1A.1. Use of Imagine Learning software to increase English proficiency	1A.1. Media Assistant	1A.1. Use of Imagine Learning program	1A.1. Increased levels of language proficiency; Imagine Learning reports
Writing Goal #1A: *Students scoring at Achievement Level 3.0 or higher will increase from 75% to 80%*	2012 Current Level of Performance:* *Enter numerical 75%*	2013 Expected Level of Performance:* *80%*					
			1A.2. Students need exposure to genres of writing and writing practice	1A.2. Use Units of Study as curriculum tool for providing mini lessons and opportunities for writing in various genres	1A.2. Classroom Teachers and Literacy Coaches	1A.2. Observations of the implementation of Writers Workshop and mini lessons	1A.2. I-Observations
			1A.3. Change in FCAT 2.0 for Writing	1A.3. Utillize student work samples to identify instructional needs.	1A.3. Teachers Literacy Coaches Principal Assistant Principal	1A.3. Monthly writing prompts will be given to monitor student progress and identify instructional concerns	1A.3. Teachers College Rubric and student work samples
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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	Person or Position Responsible for Monitoring
Review student work samples and FCAT item Specs	Grade 4 Teachers	Literacy Coach/Interventionist	3rd & 4th Grade Teachers	October 2012	Monthly writing prompts and student work samples	Literacy Coach/Interventionist Principal Assistant Principal
Implementing Writer's Workshop	ALL	Literacy Coaches/Interventionists	School-wide	September 2012-May 2013	Monthly writing prompts and student work samples Grade level data team meetings	Principal, Assistant Principal and Literacy Coaches/Interventionists

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
Implementation of writers workshop	Literacy Coaches/Interventionists will create grade level model classrooms for teacher observation	Title I	$13,000.00
Utilizing Units of Study	Literacy Coaches/Interventionists will support teachers with units of study as resources for implementation of writers workshops	Title I	$2,000.00
			Subtotal: $15,000.00
Technology
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development
Strategy	Description of Resources	Funding Source	Amount
Peer Observations	Set up model classrooms for teachers to observe best instructional practice and implementation of units of study and writers workshop	Title I	$1,000.00

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $1,000.00
			Total: $16,000.00

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.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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
1. Attendance			1.1 Parents' understanding of the importance of daily attendance	1.1. Inform parents through the Bring It 180 Campaign Literature	1.1. Guidance Counselor/Attendance Team	1.1. Providing materials to parents	1.1. Percent of students in attendance
Attendance Goal #1: 96% of the students will attend school at least 90% of the days.	2012 Current Attendance Rate:* 96% of students attended school 90% of the days.	2013 Expected Attendance Rate:* *96% of students will attend school regularly and on time.*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	22	*15*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	30	*25*					
			1.2. Students' understanding of the importance of daily attendance	1.2. Weekly perfect attendance charting with rewards	1.2. Teachers	1.2. Attendance records	1.2. TERMS
			1.3. Motivation of students to attend school	1.3. Students will receive weekly and monthly incentives to achieve attendance goals	1.3. Teachers, Guidance Counselor, school administrators	1.3. Attendance records	1.3. TERMS

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

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
Review statistical data of attendance and impact on education	ALL	Principal Assistant Principal Guidance Counselor	ALL teachers & staff	October 2012	Daily Attendance Percentage posted in front office	Assistant Principal
Analyze student data and create comparative study	ALL	Assistant Principal	ALL teachers & Staff	October 2012	Daily Attendance Report	Principal Assistant Principal Guidance Counselor

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
PBIS	Provide teachers with token economy to support student reward system for on time, daily attendance	Internal Accounts	$1,500.00
		Subtotal:	$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional articles: impact of attendance and student achievement	Provide teachers with ongoing articles to support attendance initiatives	Title I	$200.00
Analysis of school data and comparative study	Teachers will be provided with FCAT 2.0 results by achievement and their attendance	Title I	$300.00

	history to create a comparative study		
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $2,000.00

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
<u>Suspension Goal(s)</u>

* 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 Suspension Goal #1: The percentage of students receiving a suspension will decrease by .25%.	2012 Total Number of In – School Suspensions *2* 2012 Total Number of Students Suspended In-School *2* 2012 Total Number of Out-of-School Suspensions *4* 2012 Total Number of Students Suspended Out- of- School *4*	2013 Expected Number of In- School Suspensions *2* 2013 Expected Number of Students Suspended In -School *2* 2013 Expected Number of Out-of-School Suspensions *3* 2013 Expected Number of Students Suspended Out- of-School *3*	1.1. Student motivation associated with struggling students	1.1. Train teachers and staff to evaluate the motivation of student behavior and provide opportunities for students to de-escalate.	1.1. All teachers, staff and administrators	1.1. Suspension Records	1.1. TERMS
			1.2. Lack of understanding of personal impact on school culture	1.2. Train teachers and staff to identify the cause of behavior through relationship building	1.2. All teachers, staff and administrators	1.2. Suspension/referral records	1.2. TERMS
			1.3. Utilize a token based economy throughout the school to support shaping positive behaviors	1.3. Implement PBIS utilizing SWIM tickets in all grade levels and throughout common areas. School wide rewards for accomplishing goals	1.3. All teachers, staff and administrators.	1.3. Suspension/referral records	1.3. TERMS

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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 Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Parent involvement will increase from 45% to 60%.	2012 Current Level of Parent Involvement:* *45%*	2013 Expected Level of Parent Involvement:* *60%*	1.1. Parents may not understand how to effectively help their students to succeed	1.1. Provide Family Curriculum Nights to support families in understanding curriculum, grade level expectations and assessments. Provide opportunities for shared activities parents can do at home with their children	1.1. Principal Assistant Principal Guidance Counselor Teachers	1.1. Climate Surveys Parent Family Night Attendance Records	1.1 Evaluation forms of Family Nights
			1.2. Hispanic families who need translators	1.2. Bilingual high students, para- professional and volunteers will be invited to support our school wide events	1.2. Principal Parent Involvement Team	1.2 Number of Hispanic families attending school wide events. Number of volunteers available to support families	1.2 Sign in sheets
			1.3. Parent attendance at events	1.3. Family Nights will be planned in alignment with student interests and needs	1.3. Parent Involvement Team and SIP Teams	1.3. Attendance records of events	1.3. Sign in sheets

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
PD- Working with families	All	District Parent Liaison	ALL teachers, staff & administrators	September 2012	Observation & Parent Evaluation forms	Principal & Assistant Principal
PD - Creating data driven	All	SIP Committee	ALL teachers, staff &	October 2012	Observation	Principal & Assistant Principal

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Family Nights		Chairs and Literacy Coaches	administrators		Parent Response Surveys	

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
Curriculum Based Family Nights	Literacy, Math & Science Materials to support hands on projects	Title I	$1,000.00
Books for Students to take home	Books for students of all ages/levels	Title I	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Committee will meet monthly to write goals, monitor progress and plan for events.	Charts & computers	Educational Technology/Supplies	**$300.00**
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $2,800.00

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1
<u>**Science, Technology, Engineering, and Mathematics (STEM) Goal(s)**</u>

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> *N/A*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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: $253,180.00
CELLA Budget
Total: $13,000.00
Mathematics Budget
Total: $89,850.00
Science Budget
Total: $4,000.00
Writing Budget
Total: $16,000.00
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total: $2,000.00
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total: $2,800.00
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:
Grand Total: $380,830.00

2012-2013 School Improvement Plan (SIP)-Form SIP-1
<u>Differentiated Accountability</u>

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

Are you reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
We did not meet compliance last year due to the percentage of representation from our subgroups. We met after school and found this to present a hardship on parents who were working or without childcare. This year, we are meeting before school begins with our Parent Resource Center Liaison so working parents will be able to attend. It is also a time of day when parents will be bringing students to school and child care will not be a barrier.

Describe the activities of the SAC for the upcoming school year.
Our School Advisory Committee will be reviewing our drafted School Improvement Plan and school wide data to provide recommendations and assist us in planning for the 2012-2013 school year.

Describe the projected use of SAC funds.	Amount
Food & Drinks	$300.00

Resources	$300.00