

Florida Department of Education



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

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: EVERGLADES ELEMENTARY SCHOOL	District Name: Broward
Principal: Eliot Tillinger	Superintendent: Robert W. Runcie
SAC Chair: Joyce Brewton, Susan Hines and Marci Martin	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Eliot Tillinger	School Principal all levels, SLD, K-12	14	16	With exception of two years, Everglades has always had a school grade of A and has attained AYP every year with the exception of 2008-2009. The school has also been a recipient of Five Star for 5 years. During the 2005-2006 school year, Everglades was in the top 100 high performing schools in Florida.

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Assistant Principal	Rita DePasquale	Educational Leadership K-12; Elementary Education 1-6; Reading Endorsed K-12; Gifted Endorsed; ESOL Endorsed	2	2	Mrs. DePasquale has begun her third year as an Assistant Principal. Everglades is an A school again and has met AYP this past year.
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Lori Stolzenberg	Elementary Education 1-6; ESE K-12; Gifted Endorsed; Educational Leadership	9	9	With exception of two years, Everglades has always had a school grade of A and has attained AYP every year with the exception of 2008-2009. The school has also been a recipient of Five Star for 5 years. During the 2005-2006 school year, Everglades was in the top 100 high performing schools in Florida.
Autism Coach	Pilar Tellez	ESE	4	2	With exception of two years, Everglades has always had a school grade of A and has attained AYP every year with the exception of 2008-2009. The school has also been a recipient of Five Star for 5 years.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Partnering teachers new to grade level with a veteran teacher.	NESS Liaison	Ongoing
2. Provide opportunities for new teachers to attend staff developments.	Administrators	Ongoing
3.		
4.		

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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
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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
65	6% (4)	15% (10)	61% (40)	16% (11)	33.9% (21)	100% (65)	16.1% (10)	9.7% (6)	99% (64)

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
Martha Machado	Nicole Andrade	First year teacher	They will meet weekly to plan lessons and discuss progress of students. Discuss effective teaching strategies.
Myra Lieberman	Patricia Dedeschi	First year teacher	They will meet weekly to plan lessons and discuss progress of students. Discuss effective teaching strategies.

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Marcia Martin	Jacqueline Savage	First year teacher	They will meet weekly to plan lessons and discuss progress of students. Discuss effective teaching strategies.
Pilar Tellez	Gabriela Koster	First year teacher	They will meet weekly to plan lessons and discuss progress of students. Discuss effective teaching strategies.

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

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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. The school based MTSS leadership team consists of the following school personnel; Guidance Counselor; ESE Specialist, Reading/ Curriculum Coach, School Psychologist, Resource Teacher, Team Leaders
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? Teacher and Team Leaders identify students at risk, the child study team which includes Guidance Counselor; ESE Specialist, School Psychologist and teacher, meet to discuss the students needs, tier level, intervention program and progress. Provide supportive data.
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? Based on the findings of the RtI team the information is provided to the plan to provide services to our struggling students.
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. Benchmark assessments, end of year test, FCAT scores, Rigby , classroom assessments and daily behavior plans, and teacher logs are used to collect data to monitor track students progress.
Describe the plan to train staff on MTSS. The team trains the Team Leaders, who will work one on one with teachers.
Describe the plan to support MTSS. District staff will provide training on policies and district guidelines to help support the team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team consists of the Reading Coach, Team Leaders K-5, ESE Specialist, Guidance Counselor, Resource Teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets at least once a month to discuss the students who are on PMPs, scored below level on the FCAT, Benchmark, End of Year Test and weekly assessments in reading and are struggling.
What will be the major initiatives of the LLT this year? All struggling students will receive additional instruction daily using research based material and resources. Their progress will be monitored and shared with their parents.

Public School Choice

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- **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.

****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. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Reading Application.	1A.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.	1A.1. Administrators, Reading Coach, Classroom Teachers	1A.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.	1A.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT 2.0 Reading assessment indicated that 23% of students achieved proficiency (Level 3).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 3) by 2 percentage points to 25%.</i></p>							
	23% (499)	25% (542)					
		<p>1A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>1A.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>1A.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>1A.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1A.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>1A.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>1A.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>1A.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>1A.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1A.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Reading Application.</p>	<p>1B.1.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>1B.1.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>1B.1.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.1.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		

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<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 Florida Alternative Reading Assessment indicated that 38% of students achieved proficiency (Level 4, 5 and 6).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 4, 5 and 6) by 11 percentage points to 49%.</i></p>							
	38% (8)	49% (9)					
		<p>1B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>1B.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>1B.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>1B.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>1B.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>1B.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>1B.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>1B.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Reading Application.</p>	<p>2A.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>2A.1. Administrators, Reading Coach, Classroom Teachers</p>	<p>2A.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2A.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 62% of students achieved proficiency (At or above Level 4).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (At or above Level 4) by 3 percentage points to 65%.</i></p>							
	62% (499)	65% (542)					
		<p>2A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>2A.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>2A.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>2A.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2A.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>2A.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>2A.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>2A.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>2A.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2A.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Reading Application.</p>	<p>2B.1.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>2B.1.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>2B.1.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.1.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		

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<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 Florida Alternative Reading Assessment indicated that 13% of students achieved proficiency (At or above Level 7).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (At or above Level 7) by 11 percentage points to 24%.</i></p>							
	13% (8)	24% (9)					
		<p>2B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>2B.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>2B.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>2B.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>2B.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>2B.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>2B.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>2B.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>3A.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>3A.1. Administrators, Reading Coach, Classroom Teachers</p>	<p>3A.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3A.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 82% of students made learning gains in reading.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains 3 percentage points to 85%.</i></p>							
	82% (327)	85% (358)					
		<p>3A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>3A.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>3A.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>3A.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3A.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>3A.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>3A.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>3A.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>3A.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3A.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>3B.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>3B.1. Administrators, Reading Coach, Classroom Teachers</p>	<p>3B.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3B.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		
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<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 Florida Alternative Assessment indicated that 29% of students made learning gains in reading.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains 11 percentage points to 40%.</i></p>							
	29% (8)	40% (9)					
		<p>3B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>3B.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>3B.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>3B.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3B.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>3B.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>3B.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>3B.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>3B.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3B.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>4A.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>4A.1. Administrators, Reading Coach, Classroom Teachers</p>	<p>4A.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>4A.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		

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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 85% of students in the lowest 25% made learning gains in reading.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains 3 percentage points to 88%.</i></p>							
	85% (66)	88%					
		<p>4A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>4A.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>4A.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>4A.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>4A.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		<p>4A.3.</p> <p>An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.</p>	<p>4A.3.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for AIP students such as Reading Pull-out, After School Tutorials and Double Dosing using intervention skills.</p> <p>Implement a school-wide vocabulary development program.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.</p>	<p>4A.3.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>4A.3.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>4A.3.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	
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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	
<p>5A. In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>	<p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p> <p>Offer trainings to ESOL parents.</p>	<p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p> <p>Offer trainings to ESOL parents.</p>	<p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p> <p>Offer trainings to ESOL parents.</p>	<p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p> <p>Offer trainings to ESOL parents.</p>	<p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p> <p>Offer trainings to ESOL parents.</p>	<p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p> <p>Offer trainings to ESOL parents.</p>

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<p><u>Reading Goal #5A:</u></p> <p><i>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 56% of ELL did not make satisfactory progress in reading.</i></p> <p><i>Our goal is in six years to reduce the achievement gap with our ELL students by 50%.</i></p>						
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. N/A</p>	<p>5B.1. N/A</p>	<p>5B.1. N/A</p>	<p>5B.1. N/A</p>	<p>5B.1. N/A</p>	
<p><u>Reading Goal #5B:</u></p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>N/A</p>	<p>N/A</p>				
		<p>5B.2. N/A</p>	<p>5B.2. N/A</p>	<p>5B.2. N/A</p>	<p>5B.2. N/A</p>	<p>5B.2. N/A</p>

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		5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Reading Application.</p>	<p>5C.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>5C.1. Administrators, Reading Coach, Classroom Teachers</p>	<p>5C.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>5C.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 56% of ELL did not make satisfactory progress in reading.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress by 4 percentage points to 60%</i></p>							
	56% (25)	60%					
		<p>5C.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading and 2011 Benchmark Assessment Test was in the area of Literary Analysis.</p>	<p>5C.2.</p> <p>Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs.</p> <p>Implement Book Talks that utilize Buzz About It books.</p> <p>Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills.</p> <p>Use ILS such as Riverdeep, Istation, and FCAT Explorer.</p> <p>Provide Differentiated Instruction through small group activities that emphasize Literary Analysis skills.</p>	<p>5C.2.</p> <p>Administrators, Reading Coach, Classroom Teachers</p>	<p>5C.2.</p> <p>Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>5C.2.</p> <p>Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test</p>	

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		5C.3. An area of deficiency as noted on the 2011 administration of the Benchmark Assessment Test in Reading was in the area of Vocabulary.	5C.3. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills. Implement a school-wide vocabulary development program. Use ILS such as Riverdeep, Istation, and FCAT Explorer. Provide Differentiated Instruction through small group activities that emphasize Vocabulary skills.	5C.3. Administrators, Reading Coach, Classroom Teachers	5C.3. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.	5C.3. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep, iStation, and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Reading Test	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		
<u>Reading Goal #5D:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	
		5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	5D.1. N/A	5D.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A		
<u>Reading Goal #5E:</u> N/A							
	N/A	N/A					
		5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring	
Common Core Vocabulary Acquisition and Use	K-5	Stephanie Baumann	School-wide	Early Release/Workday	Develop and implement a lesson using Common Core Standards.	Reading Coach	
Common Core Craft and Structure of Literature and Informational Text	K-5	Stephanie Baumann	School-wide	Early Release/Workday	Develop and implement a lesson using Common Core Standards.	Reading Coach	
Implementing Common Core State Standards for English Language Arts and Literacy	K-5	Marcia Martin	Marcia Martin	Early Release/Workday	Develop and implement a lesson using Common Core Standards.	Reading Coach	

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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
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Total: \$0.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. The area of deficiency is the ability to speak and understand the English language.	1.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills. Use ILS such as Riverdeep and Istation. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.	1.1. Administrators, Reading Coach, Classroom Teachers	1.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.	1.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep and iStation Summative: 2013 CELLA Assessment	

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<p>CELLA Goal #1:</p> <p><i>The results of the 2012 CELLA Assessment indicated that 61% of students scored proficient in listening/speaking.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient 3 percentage points to 64%.</i></p>	<p>2012 Current Percent of Students Proficient in Listening/Speaking:</p>					
	<p>61% (131)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. The area of deficiency is the ability to speak and understand the English language.</p>	<p>2.1. Emphasize school-wide reading programs such as Daily 5, Book It!, Daily Reading Logs. Provide additional support for ELL students such as ESOL Bilingual Teacher Assist Push-in Model and Double Dosing using intervention skills. Use ILS such as Riverdeep and Istation. Provide Differentiated Instruction through small group activities that emphasize Reading Application skills.</p>	<p>2.1. Administrators, Reading Coach, Classroom Teachers</p>	<p>2.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>2.1. Formative: FAIR, Basal Weekly Assessments, and ILS reports from Riverdeep and iStation Summative: 2013 CELLA Assessment</p>	
<p>CELLA Goal #2: <i>The results of the 2012 CELLA Assessment indicated that 50% of students scored proficient in reading.</i> <i>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient 3 percentage points to 53%.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>50% (131)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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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.	2.1. The area of deficiency is the ability to speak and understand the English language.	2.1. Implement a school-wide daily writing program that focuses on convention skills. Teachers will model the writing process utilizing the 6 Traits of Writing.	2.1. Administrators and classroom teachers.	2.1. Following the FCIM model and teachers will review assessment data weekly and adjust instruction as needed.	2.1. Formative: In-house Writing Prompts/ Projects Summative: CELLA Assessment	
CELLA Goal #3: <i>The results of the 2012 CELLA Assessment indicated that 44% of students scored proficient in writing.</i> <i>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient 3 percentage points to 47%.</i>	2012 Current Percent of Students Proficient in Writing :					
	44% (131)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Total: \$0.00			

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.	1A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number Operations and Problems.	1A.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number Operations and Problems skills.	1A.1. Administrators and classroom teachers.	1A.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.	1A.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Mathematics assessment indicated that 23% of students achieved proficiency (Level 3).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 3) by 2 percentage points to 25%.</i></p>							
	23% (499)	25% (542)					
		<p>1A.2. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.</p>	<p>1A.2. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.</p>	<p>1A.2. Administrators and classroom teachers.</p>	<p>1A.2. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1A.2. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Operations and Problems.</p>	<p>1B.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Operations and Problems skills.</p>	<p>1B.1. Administrators and classroom teachers.</p>	<p>1B.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>		
<p>Mathematics Goal #1B: <i>The results of the 2012 Florida Alternative Mathematics Assessment indicated that 63% of students achieved proficiency (Level 4, 5 and 6).</i> <i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 4, 5 and 6) by 11 percentage points to 74%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	63% (8)	74% (9)					
		<p>1B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.</p>	<p>1B.2.</p> <p>Use ILS such as Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Teachers will integrate Go Math online tools into their daily instruction.</p> <p>Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.</p>	<p>1B.2.</p> <p>Administrators and classroom teachers.</p>	<p>1B.2.</p> <p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.2.</p> <p>Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>	
		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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Operations and Problems.</p>	<p>2A.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Operations and Problems skills.</p>	<p>2A.1. Administrators and classroom teachers.</p>	<p>2A.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2A.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>		

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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Mathematics Assessment indicated that 64% of students achieved proficiency (At or above Level 4).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (At or above Level 4) by 3 percentage points to 67%.</i></p>							
	64% (499)	67% (542)					
		2A.2. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.	2A.2. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.	2A.2. Administrators and classroom teachers.	2A.2. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.	2A.2. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Operations and Problems.</p>	<p>2B.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Operations and Problems skills.</p>	<p>2B.1. Administrators and classroom teachers.</p>	<p>2B.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>		
<p>Mathematics Goal #2B: <i>The results of the 2012 Florida Alternative Mathematics Assessment indicated that 0% of students achieved proficiency (At or above Level 7)</i> <i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 4, 5 and 6) by 11 percentage points to 11%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	0% (8)	11% (9)					
		<p>2B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.</p>	<p>2B.2.</p> <p>Use ILS such as Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Teachers will integrate Go Math online tools into their daily instruction.</p> <p>Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.</p>	<p>2B.2.</p> <p>Administrators and classroom teachers.</p>	<p>2B.2.</p> <p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.2.</p> <p>Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>	
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number Operations and Problems.</p>	<p>3A.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Provide additional support for AIP students After School Tutorials and Double Dosing using intervention skills. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Operations and Problems skills.</p>	<p>3A.1. Administrators and classroom teachers.</p>	<p>3A.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3A.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>		

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Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT 2.0 Mathematics Assessment indicated that 82% of students made learning gains in Mathematics.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains 3 percentage points to 85%.</i></p>							
	82%(327)	85% (358)					
		<p>3A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.</p>	<p>3A.2.</p> <p>Use ILS such as Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Provide additional support for AIP students After School Tutorials and Double Dosing using intervention skills.</p> <p>Teachers will integrate Go Math online tools into their daily instruction.</p> <p>Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.</p>	<p>3A.2.</p> <p>Administrators and classroom teachers.</p>	<p>3A.2.</p> <p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3A.2.</p> <p>Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Operations and Problems.</p>	<p>3B.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Provide additional support for AIP students After School Tutorials and Double Dosing using intervention skills. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Operations and Problems skills.</p>	<p>3B.1. Administrators and classroom teachers.</p>	<p>3B.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3B.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>		
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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 Florida Alternative Mathematics Assessment indicated that 29% of students made learning gains in mathematics.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains 11 percentage points to 40%.</i></p>							
	29%(8)	40% (9)					
		<p>3B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.</p>	<p>3B.2.</p> <p>Use ILS such as Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Provide additional support for AIP students After School Tutorials and Double Dosing using intervention skills.</p> <p>Teachers will integrate Go Math online tools into their daily instruction.</p> <p>Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.</p>	<p>3B.2.</p> <p>Administrators and classroom teachers.</p>	<p>3B.2.</p> <p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>3B.2.</p> <p>Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>	
		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		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Operations and Problems.</p>	<p>4A.1. Use ILS such as Soar to Success, Riverdeep and FCAT Explorer. Provide additional support for AIP students After School Tutorials and Double Dosing using intervention skills. Teachers will integrate Go Math online tools into their daily instruction. Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Operations and Problems skills.</p>	<p>4A.1. Administrators and classroom teachers.</p>	<p>4A.1. Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed. The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>4A.1. Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer. Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>		

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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The results of the 2012 FCAT 2.0 Reading Assessment indicated that 85% of students made learning gains in mathematics.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains 3 percentage points to 88%.</i></p>							
	85%(66)	88%					
		<p>4A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the area of Number: Base Ten and Fractions.</p>	<p>4A.2.</p> <p>Use ILS such as Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Provide additional support for AIP students After School Tutorials and Double Dosing using intervention skills.</p> <p>Teachers will integrate Go Math online tools into their daily instruction.</p> <p>Provide Differentiated Instruction through small group activities including the use of manipulatives that emphasize Number: Base Ten and Fractions skills.</p>	<p>4A.2.</p> <p>Administrators and classroom teachers.</p>	<p>4A.2.</p> <p>Following the FCIM model, teachers will review assessment data weekly and adjust instruction as needed.</p> <p>The RTI team will review data weekly and make recommendations based on needs assessment.</p>	<p>4A.2.</p> <p>Formative: Go Math Assessments, and ILS reports from Soar to Success, Riverdeep and FCAT Explorer.</p> <p>Summative: 2012 Benchmark Assessment and 2013 FCAT 2.0 Mathematics Test</p>	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	N/A	N/A	N/A	N/A	N/A	N/A
<u>Mathematics Goal</u> #5A: 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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>Performance:*</u>					
N/A							
	N/A	N/A					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		N/A	N/A	N/A	N/A	N/A	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		N/A	N/A	N/A	N/A	N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
<u>Mathematics Goal #5C:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	
		5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. 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 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. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	N/A	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		N/A	N/A	N/A	N/A	N/A	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		N/A	N/A	N/A	N/A	N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A		
<u>Mathematics Goal #5E:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	
		5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

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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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Algebra 1 EOC Goals

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

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

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

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

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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						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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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
Integrating Online Teacher Tools	K-5	Susan Hines	School-wide	Early Release/Workday	Develop and implement a lesson using online teacher tools.	Reading Coach
Implementing Common Core Across the Content	K-5	Susan Hines	School-wide	Early Release/Workday	Develop and implement a lesson using Common Core Standards.	Reading Coach

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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 \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			

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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Earth and Space.</p>	<p>1A.1. Implement a hands-on Science Lab taught by our Science Specialist. Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum. Review on previous grades skills through mini benchmark assessments. Students will participate in Science based field trips.</p>	<p>1A.1. Administrators, Science Specialist and classroom teachers.</p>	<p>1A.1. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1A.1. Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer. Summative: 2013 FCAT 2.0 Science Test</p>		
<p>Science Goal #1A: <i>The results of the 2012 FCAT 2.0 Science assessment indicated that 40% of students achieved proficiency (Level 3).</i> <i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (Level 3) by 3 percentage points to 43%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40% (178)</p>	<p>43% (193)</p>					

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		1A.2. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Physical Science.	1A.2. Implement a hands-on Science Lab taught by our Science Specialist. Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum. Review on previous grades skills through mini benchmark assessments. Students will participate in Science based field trips.	1A.2. Administrators, Science Specialist and classroom teachers.	1A.2. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.	1A.2. Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer. Summative: 2013 FCAT 2.0 Science Test	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Earth and Space.	1B.1. Implement a hands-on Science Lab taught by our Science Specialist. Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum. Review on previous grades skills through mini benchmark assessments. Students will participate in Science based field trips.	1B.1. Administrators, Science Specialist and classroom teachers.	1B.1. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.	1B.1. Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer. Summative: 2013 FCAT 2.0 Science Test		

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<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The results of the 2012 Florida Alternative Science Assessment indicated that 67% of students achieved proficiency (Level 4, 5 and 6).</i></p> <p><i>Our goal for the 2012-2013 school year is to maintain our current level of performance.</i></p>							
	67% (3)	67%					
		<p>1B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Physical Science.</p>	<p>1B.2.</p> <p>Implement a hands-on Science Lab taught by our Science Specialist.</p> <p>Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum.</p> <p>Review on previous grades skills through mini benchmark assessments.</p> <p>Students will participate in Science based field trips.</p>	<p>1B.2.</p> <p>Administrators, Science Specialist and classroom teachers.</p>	<p>1B.2.</p> <p>Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.2.</p> <p>Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Science Test</p>	
		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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Earth and Space.</p>	<p>2A.1. Implement a hands-on Science Lab taught by our Science Specialist. Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum. Review on previous grades skills through mini benchmark assessments. Students will participate in Science based field trips.</p>	<p>2A.1. Administrators, Science Specialist and classroom teachers.</p>	<p>2A.1. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2A.1. Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer. Summative: 2013 FCAT 2.0 Science Test</p>		

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<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<p><i>The results of the 2012 FCAT 2.0 Science assessment indicated that 41% of students achieved proficiency (At or above Level 4).</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students achieving (At or above Level 4)) by 3 percentage points to 44%.</i></p>							
	41% (178)	44% (193)					
		<p>2A.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Physical Science.</p>	<p>2A.2.</p> <p>Implement a hands-on Science Lab taught by our Science Specialist.</p> <p>Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum.</p> <p>Review on previous grades skills through mini benchmark assessments.</p> <p>Students will participate in Science based field trips.</p>	<p>2A.2.</p> <p>Administrators, Science Specialist and classroom teachers.</p>	<p>2A.2.</p> <p>Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2A.2.</p> <p>Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Science Test</p>	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Earth and Space.</p>	<p>2B.1. Implement a hands-on Science Lab taught by our Science Specialist. Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum. Review on previous grades skills through mini benchmark assessments. Students will participate in Science based field trips.</p>	<p>2B.1. Administrators, Science Specialist and classroom teachers.</p>	<p>2B.1. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.1. Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer. Summative: 2013 FCAT 2.0 Science Test</p>		
<p>Science Goal #2B: <i>The results of the 2012 Florida Alternative Science Assessment indicated that 0% of students achieved proficiency (At or above Level 7). Our goal for the 2012-2013 school year is to maintain our current level of performance.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (3)</p>	<p>0%</p>					

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		<p>2B.2.</p> <p>An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the area of Physical Science.</p>	<p>2B.2.</p> <p>Implement a hands-on Science Lab taught by our Science Specialist.</p> <p>Teachers will integrate Florida Science Fusion Digital Lessons and Labs into their Daily Curriculum.</p> <p>Review on previous grades skills through mini benchmark assessments.</p> <p>Students will participate in Science based field trips.</p>	<p>2B.2.</p> <p>Administrators, Science Specialist and classroom teachers.</p>	<p>2B.2.</p> <p>Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>2B.2.</p> <p>Formative: Florida Science Fusion Assessments and ILS reports from FCAT Explorer.</p> <p>Summative: 2013 FCAT 2.0 Science Test</p>	
		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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Online Teacher Tools	K-5	Susan Hines	School-wide	Early Release/Workdays	Develop and implement a lesson using online teacher tools.	Reading Coach
Implementing Common Core Across the Content	K-5	Susan Hines	School-wide	Early Release/Workdays	Develop and implement a lesson using Common Core Standards.	Reading Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	

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Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. An area of deficiency as noted on the 2012 administration of the FCAT Writing Test was in the area of conventions.	1A.1. Implement a school-wide daily writing program that focuses on convention skills. Teachers will model the writing process utilizing the 6 Traits of Writing. Fourth grade teachers will conduct an in-school writing camp during January and February.	1A.1. Administrators and classroom teachers.	1A.1. Following the FCIM model and teachers will review assessment data weekly and adjust instruction as needed.	1A.1. Formative: In-house Writing Prompts Summative: 2013 FCAT Writing Test		

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<p><u>Writing Goal #1A:</u> <i>The results of the 2012 FCAT Writing assessment indicated that 98% of students achieved proficiency (At or above Level 3).</i> <i>Our goal for the 2012-2013 school year is to maintain our current level of performance.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>98% (172)</p>	<p>98% (165)</p>					
		<p>1A.2. N/A</p>	<p>1A.2. N/A</p>	<p>1A.2. N/A</p>	<p>1A.2. N/A</p>	<p>1A.2. N/A</p>	
		<p>1A.3. N/A</p>	<p>1A.3. N/A</p>	<p>1A.3. N/A</p>	<p>1A.3. N/A</p>	<p>1A.3. N/A</p>	

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<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. An area of deficiency as noted on the 2012 administration of the FCAT Writing Test was in the area of conventions.</p>	<p>1B.1. Implement a school-wide daily writing program that focuses on convention skills. Teachers will model writing utilizing the 6 Traits of Writing. Fourth grade teachers will conduct an in-school writing camp during January and February.</p>	<p>1B.1. Administrators and classroom teachers.</p>	<p>1B.1. Following the FCIM model and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1B.1. Formative: In-house Writing Prompts Summative: 2013 FCAT Writing Test</p>		
<p>Writing Goal #1B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1B.2. N/A</p>	<p>1B.2. N/A</p>	<p>1B.2. N/A</p>	<p>1B.2. N/A</p>	<p>1B.2. N/A</p>	
		<p>1B.3. N/A</p>	<p>1B.3. N/A</p>	<p>1B.3. N/A</p>	<p>1B.3. N/A</p>	<p>1B.3. N/A</p>	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Conventions of Standard English/All Faculty	K-5	Shari Fuhrman	School-wide	Early Release/Workdays	Develop and implement a lesson using Common Core Standards.	Reading Coach

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 \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	

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Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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

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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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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. Language and culture are barriers due to the high ESOL population.	1.1. To instill the importance of attending school daily. Calling when students are absent. Sending letters in various languages.	1.1. Classroom Teachers	1.1. Check attendance records	1.1. Observation		
<p>Attendance Goal #1:</p> <p><i>During the 2011-2012 school year 95.9% of student attended school regularly.</i></p> <p><i>Our goal for the 2012-2013 school year is to increase the percentage of students 1.1 percentage points to 97%.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					

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	95.9%	97%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	4	2					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	96	50					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle	K-5	Susan Hines	K-5	Workday	Attendance completed using Pinnacle.	Jayne Terramoccia

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
No Data	No Data	No Data	\$0.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
<u>Suspension Goal #1:</u> N/A	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	/	/					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	/	/					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	/	/					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					

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		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	

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Suspension Professional Development

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

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

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

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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
N/A						

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>Based on school data, students in Grade 5 are weak in problem solving and research skills. Our goal is to improve these skills in Grade 5 students through the use of the STEM curriculum.</i></p>	<p>1.1. Areas of deficiency as noted on school data was problem solving and research skills.</p>	<p>1.1. Teachers in Grade 5 will implement lessons using the STEM Curriculum.</p> <p>Students will attend a hands-on science lab.</p> <p>Students will conduct research projects during Media.</p>	<p>1.1. Administrators, Classroom Teachers, Media Specialist, and Science Specialist</p>	<p>1.1. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1.1. Portfolios and rubric assessments of student projects.</p>
	<p>1.2. Teachers are at the beginning stages of integrating Common Core Standards into the daily curriculum.</p>	<p>1.2. Teachers will attend staff developments.</p>	<p>1.2. Classroom Teachers, Media Specialist, and Science Specialist</p>	<p>1.2. Following the FCIM model, Science Specialist and teachers will review assessment data weekly and adjust instruction as needed.</p>	<p>1.2. Teachers will develop and implement lessons using the STEM curriculum.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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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
Common Core	5	Stephanie Baumann	Grade 5 Team	Team Meetings	Teachers will develop and implement lessons using the STEM curriculum.	Administrator
STEM	5	Stephanie Baumann	Grade 5 Team	Team Meetings	Teachers will develop and implement lessons using the STEM curriculum.	Administrator

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount \$0.00
No Data	No Data	No Data	
Subtotal: \$0.00			
Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet to discuss the following: Roles and responsibilities, A+ Money, School Improvement Plan, Accountability Money, Technology

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Describe the projected use of SAC funds.	Amount
Provide an after school tutorial program for students who have been identified with academic needs in reading and math.	\$5,000.00