

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Patriot Elementary School	District Name: Lee County
Principal: David Burgess	Superintendent: Dr. Joseph P. Burke
SAC Chair: Bryan Avery	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Dave Burgess	M.A. Educational Leadership; B.S Elementary Ed. (1-6); Physical Education (6-12). He has 12 years of experience as a principal and 13 years as a classroom teacher. He was an administrator of a Title 1 school for six years.	0	20	Principal of Roland Park (K-8) Magnet School – 4 years School Grades - 2011-12 – C, 2010-11 – D, 2009-10 – C, 2008-09 - C Principal of Poinciana Elementary School - 7 years School Grades – 2007-2008 –A
Assistant Principal	Francie Metzger	M. A. in Elementary Education, certification in Educational Leadership (All levels) and elementary, (K-6), She has 15 years of experience as a principal and 21 years as a classroom teacher in a Title 1 School in Indiana, and is in her 6th year as an assistant principal for the LCSD.	5	20	Assistant Principal of Patriot ES 2011-2012 Grade: B Assistant Principal of Patriot ES 2010-2011 Grade: A Assistant Principal of Patriot ES 2009-2010 Grade: A Assistant Principal of Patriot ES 2008-2009 Grade: A Assistant Principal of Patriot ES 2007-2008 Grade: C She is an experienced Migrant Director and Grant Writer. She was awarded the Carmen Velasquez Memorial Award from the state of Indiana in 1998 for her loyal and determined service for Indiana's migratory farm workers.

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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)

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Administrative led team interviews	administration	ongoing
2. Seek to hire highly qualified teachers	administration	ongoing
3. Monthly data grade level admin. meetings	administration	ongoing
4. Classroom walk-throughs with feedback	administration	ongoing

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
As of the 9-11-12 staff demographic report, 9 (or 17%) of teachers are out of field in the area of ESOL.	Teachers are in the process of receiving ESOL endorsement.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	2% (1)	40% (21)	38% (20)	19% (10)	40% (21)	100% (52)	15% (8)	0%	69% (36)

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
Tammy Thurman	Stacy Gutierrez	Both are teaching the same grade level and using the same reading curriculum (Read Well).	A.P.P.L.E.S. – Observations – Regular Meetings – Data Collection and Analysis

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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.

<p>Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.</p>
<p>Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.</p>
<p>Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.</p>
<p>Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title II</p>
<p>Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.</p>
<p>Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing</p>

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<p>collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.</p>
<p>Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.</p>
<p>Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.</p>
<p>Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.</p>
<p>Housing Programs</p>
<p>Head Start Blended Head Start/Title I/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).</p>
<p>Adult Education Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.</p>

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Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Problem-Solving Team for Patriot Elementary consists of the following members:

Diane Blozis-Chair
David Burgess-Principal
Francie Metzger-Facilitator
Kathy Rose-School Nurse
Peggy Beman-Speech Pathologist
Christina Cunningham – Reading Specialist

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Problem-Solving team at Patriot Elementary meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity
- Reading Specialist
- Attend MTSS Team meetings on an as needed basis
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students
- Speech-Language Pathologist
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
- Principal/Assistant Principal
- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible

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- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity
- Guidance Counselor/Curriculum Specialist
- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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. Patriot Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

Describe the plan to support MTSS. The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Reading

Christina Cunningham-Reading Specialist

Christy Moore-5th Grade, Chair

Tammy Thurman-Kindergarten

Shelley Worst-1st grade, Recorder

Nancy-Eggeling-ESE

Megan Fry-2nd Grade

Melissa Ziemer-3rd Grade

Samantha Blanchette-4th Grade

Michelina Edwards-5th Grade

Monica Urrely-Title 1 Resource

Jami Hommerbocker-Media Specialist

Beth Ritchie-ESE Resource

Writing

Virginia Alexander-Title 1 Resource, Chair

Lisa Pickering-Kindergarten

Nicole Gulli- 1st Grade

Vanessa Clarke-2nd Grade

Charmin Gulley-Hall-3rd Grade

Rebecca Norman-4th Grade

Orlando Herrera-5th Grade

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

The Patriot Elementary LLT meets on a monthly basis and every grade level is represented. The LLT is a collaborative effort to support effective teaching and learning for all students.

Meeting minutes are posted on SharePoint so that the staff can stay current with LLT decisions and ideas.

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

The major initiative of the Patriot Elementary School LLT will be to increase student achievement in Reading. Students in all subgroups will work to increase their vocabulary, phonemic awareness, phonics, fluency, oral language and comprehension in all content areas. Increasing comprehension will enhance the students' ability to solve Math word problems. An additional LLT initiative is the Common Core Teacher Resource Room which teachers can utilize to enhance the instructional process, while moving to the common core objectives. The school has also developed a Literacy Lab that provides an optimal learning environment for small group instruction. The school has designated thirty minutes (Triple I) for each grade level at the beginning or end of the school day for small group focused skill-based instruction for remediation and/or enrichment.

Public School Choice

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

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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.

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

**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. In the 2012-2013 school year we are anticipating that there will be (3rd-5th grade) classrooms containing students who are two years or more below level in reading.	1A.1. Differentiated Instruction Title 1 Resource teachers, along with fellow staff members, will be supporting teacher instruction in small group settings at a designated iii time (Going for the Gold groups). Integrate Common Core objectives. Compass Learning Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	1A.1. Administration MTSS Team Title 1 Resource Teachers Classroom Teachers	1A.1 MTSS Interventions graphing program-Fluency and curriculum graphs ORF STAR Classroom walkthroughs, partner visits, student growth	1A.1. FCAT FAIR STAR ORF
Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2011-12, 25% of our students scored Level 3 on FCAT Reading. In 12-13, we will improve to 29% as measured by the FCAT scores.	25% (89)	29% (101)					
			1.2. Low attendance rate, including tardies and early dismissals.	1.2. Attendance incentives Nurses notes on health and safety Familiarize parents with attendance concerns & new district attendance policy Keep 'N Track	1.2. Classroom Teacher Administration Information Specialist Social Worker School Nurse	1.2. Attendance grids and reports	1A.2. Attendance grids and reports
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No FAA goal is necessary, as there are too few students taking the FAA enrolled at our school.	N/A	N/A					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Reading Goal #2A: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="width: 50%; text-align: center;"> <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.
	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="width: 50%; text-align: center;"> <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.
	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Reading Goal #3A: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; font-size: x-small;"> 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="width: 50%; text-align: center; font-size: x-small;"> 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3A.2.	3A.2.	3A.2.	3A.2.
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
		3A.3.	3A.3.	3A.3.	3A.3.		
	3A.1.	3A.1.	3A.1.	3A.1.			
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; font-size: x-small;"> 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="width: 50%; text-align: center; font-size: x-small;"> 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3B.2.	3B.2.	3B.2.	3B.2.
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
		3B.3.	3B.3.	3B.3.	3B.3.		
	3B.1.	3B.1.	3B.1.	3B.1.			

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>Total Reading: 50%</u>		AMO Targets: Total: 54% - Met Hispanic: 49% - Met Black: 52% White: 58% - Met ELL: 30% - Met SWD: 30% ED:48% - Met	AMO Targets: Total: 58% Hispanic: 53% Black: 57% White: 62% ELL: 37% SWD: 37% ED: 53%	AMO Targets: Total: 63% Hispanic: 58% Black: 61% White: 66% ELL: 43% SWD: 43% ED: 57%	AMO Targets: Total: 67% Hispanic: 63% Black: 65% White: 69% ELL: 49% SWD: 49% ED: 62%	AMO Targets: Total:71% Hispanic: 67% Black: 70% White: 73% ELL: 56% SWD: 56% ED: 67%	AMO Targets: Total: 75% Hispanic: 72% Black: 74% White: 77% ELL: 62% SWD: 62% ED: 72%
<u>Reading Goal #5A:</u> <i>In the years 2012-2017, Patriot Elementary will reduce the achievement gap by 50% in the following categories: Black, and Students with Disabilities as measured by the school grades report.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. Parents lack an understanding of how to help their children with academic issues at home.	5B.1. Parenting Partners – Parent/Teacher support program Tutoring Programs Parent Volunteers	5B.1. Parent Involvement Goal Team Classroom Teacher Administration	5B.1. Parent Volunteer Orientation	5B.1. Keep N' Track	
<u>Reading Goal #5B:</u> In 2011-12, 28% of our Black students scored Level 3 or higher on FCAT Reading. In 12-13, we will improve to 57% as measured by the FCAT scores.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White: Met Black:28% Hispanic: Met Asian: American Indian:	White: N/A Black:57% Hispanic: N/A Asian: American Indian:						
			5B.2. Many of our lower performing students are reading two or more years below grade level.	5B.2. Differentiated Instruction in the classroom Title 1 Resource teachers and special area teachers will support classroom instruction in small groups during Triple I/ Going for the Gold time. Kagan Structures Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	5B.2. Administration Classroom Teachers Reading Goal Team AR Team Title 1 Resource Teachers Special Area Teachers	5B.2. ORF Data tracking FCAT Weekly Monthly STAR Observations Data tracking displays (AR) Classroom Incentives Quality Tools Classroom walkthroughs, partner visits, student growth	5B.2. FCAT FAIR STAR ORF	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.		

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.				
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 50%; text-align: center;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="font-size: small;"><i>Enter numerical data for current level of performance in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<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.
	<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.3.	5C.3.	5C.3.	5C.3.	5C.3.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Many of our students with disabilities are two or more years below grade level in reading.	5D.1. Title 1 Resource teachers, along with fellow staff members, will be supporting teacher instruction in small group settings at a designated Triple I/ Going for the Gold time. Differentiated Instruction Utilize IEP modifications Mainstreaming students Kagan Structures Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	5D.1. Administration ESE Staff Staffing Specialist/ School Psychologist Title 1 Resource Teachers Classroom Teachers (ESE and Mainstream) Resource Teachers Reading Goal Team AR Team	5D.1. ORF Data tracking FCAT Weekly Monthly STAR Observations Data tracking displays (AR) Classroom Incentives Quality Tools Classroom walkthroughs, partner visits, student growth	5D.1. FCAT FAIR STAR ORF				
Reading Goal #5D: In 2011-12, 26% of our Students with Disabilities scored Level 3 or higher on FCAT Reading. In 12-13, we will improve to 37% as measured by the FCAT scores.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 50%; text-align: center;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="text-align: center;">26%</td> <td style="text-align: center;">37%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	26%	37%	5D.2.	5D.2.	5D.2.	5D.2.
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>							
	26%	37%							
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 reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) 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
Teachers will attend a workshop to enhance their knowledge of STAR procedures.	All Grades	Christina Cunningham and Laura Osgood	School-wide	November	Using STAR Testing for diagnostic purposes	Administration
Choosing Excellence	All	District	Groups of 8 teachers	Three times during the 2012 school year	Team meetings, grade level agendas	Administration
Choosing Excellence	All	Charmin Hall and Jamie VanCleve	School-wide	Talc 30 – every third week	Quality tools discussion board, classroom walkthroughs	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Students will participate in the Sunshine State Young Readers Award program.	Sets of Sunshine State Young Readers Award books for 2012-13	Title 1 and After School Program (function 9100)	\$250.00
Students will utilize books to develop their understanding of Common Core State Standards.	Common Core Book Collections	Title 1	\$3,000.00
Subtotal: \$3,250.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will attend a workshop to enhance their knowledge of STAR procedures.	STAR Inservice	Title 1	\$150.00
Produce instructional materials that will be utilized daily in the Literacy Learning Lab.	Cardstock, laminating, manila envelopes, file folders and page protectors	Title 1	\$1,500.00
Subtotal: \$1,650.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will receive professional development training in the Fab 5 strategies	FCRR Activities and Materials	Title 1 and After School Program (function 9100)	\$3,000.00
Choosing Excellence	District training and in-house Talc 30	Grant	\$0
Subtotal: \$3,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Students will be engaged in extended academic learning time.	FCAT Coach materials	SAI	\$2,400.00
Subtotal: \$2400.00			
Total: \$10,300.00			

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. Lack of parental help at home due to a language barrier.	1.1. Small group with a focus on Listening and Speaking skills, using academic language. Use of Dictionaries Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	1.1. Classroom Teachers ESOL Paraprofessional Triple I Small Groups Resource Teachers	1.1. Classroom observations in second language acquisition, progress toward academic success Classroom walkthroughs, partner visits, student growth	1.1. CELLA
CELLA Goal #1: In 2011-12, 31% of our students scored below 720 on the Listening and Speaking section of the CELLA test. In 12-13, we will improve to 37% as measured by the CELLA scores.	2012 Current Percent of Students Proficient in Listening/Speaking: 31% (4)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Lack of parental help at home due to a language barrier.	2.1. Differentiated Instruction Small group with a focus on vocabulary development and reading skills, using academic language. Use of Dictionaries Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	2.1. Classroom Teachers ESOL paraprofessional Triple I Small Groups Resource Teachers	2.1 Classroom observations in second language acquisition, progress toward academic success using the STAR, AR, ORF, FCAT Weekly Assessments Classroom walkthroughs, partner visits, student growth	1.1. CELLA
CELLA Goal #2: In 2011-12, 25% of our students scored below 734 on the Reading section of the CELLA test. In 12-13, we will improve to 31% as measured by the CELLA scores.	2012 Current Percent of Students Proficient in Reading: 25% (3)					
		2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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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. Lack of parental help at home due to a language barrier.	2.1. Small group with a focus on writing development Use of Dictionaries Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	2.1. Classroom Teachers ESOL paraprofessional Triple I Small Groups Resource Teachers	2.2 Classroom observations in second language acquisition, progress toward academic success using the Patriot Writes and daily writing assignments Classroom walkthroughs, partner visits, student growth	1.1. CELLA
CELLA Goal #3: In 2011-12, 15% of our students scored below 727 on the Writing section of the CELLA test. In 12-13, we will improve to 22% as measured by the CELLA scores.	<u>2012 Current Percent of Students Proficient in Writing :</u> 15% (2)					
		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
Students will practice oral reading fluency and comprehension using bi-lingual reading materials.	Bi-lingual books	Title 1 and After School Program (Function 9100)	\$1,000.00
Students will receive small and whole group instruction in Phonological Awareness.	Heggerty's Phonological Awareness Program	Title 1 and After School Program (Function 9100)	\$489.93
Subtotal: \$1, 489.93			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will receive training in the use of ESOL strategies to increase vocabulary development and comprehension skills	Thinking Maps Training	Title 1 and After School Program (Function 9100)	\$1,000.00
Choosing Excellence	District training and in-house Talc 30	Grant	\$0
Subtotal: \$1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$2,489.93			

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.			1.1. Low past performance on basic operations and problem solving.	1.1. Sixty minute instructional block Small Group/ Differentiated Instruction Interactive math instruction Kagan Structures Differentiated instruction Compass Learning Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	1.1. Classroom teacher Resource Teacher Administration	1.1. Monitor daily progress Observations Classroom walkthroughs, partner visits, student growth	1.1. District Assessments FCAT enVision Topic Tests STAR Math Compass Learning
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2011-12, 26% of our students scored Level 3 on FCAT Math. In 12-13, we will improve to 30% as measured by the FCAT scores, while maintaining or increasing the percentage at Levels 4/5.	26% (89)	30% (104)					
			1A.2. Lack of fluency in math facts	1.1. Strategic grouping of students and positive reinforcement School wide math facts program Kagan Structures Differentiated Instruction Math Facts in a Flash Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	1.1. Classroom teacher Resource Teacher Administration	1.1. Monitor daily progress Observations Weekly Math Facts Assessments Classroom walkthroughs, partner visits, student growth	1.1. District Assessments FCAT enVision Topic Tests Math Facts in a Flash STAR Math
			1A.3.				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.			
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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No FAA goal is necessary, as there are too few students taking the FAA enrolled at our school.	N/A	N/A					
			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.
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	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>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Total Math: 51%	AMO Targets: Total: 55% Hispanic: 45% Black: 46% White: 62% ELL: 37% SWD: 38% ED: 50%	AMO Targets: Total: 59% Hispanic: 50% Black: 51% White: 66% ELL: 43% SWD: 43% ED: 54%	AMO Targets: Total: 63% Hispanic: 55% Black: 56% White: 69% ELL: 48% SWD: 49% ED: 59%	AMO Targets: Total: 67% Hispanic: 60% Black: 61% White: 73% ELL: 54% SWD: 55% ED: 63%	AMO Targets: Total: 71% Hispanic: 65% Black: 66% White: 76% ELL: 60% SWD: 60% ED: 68%	AMO Targets: Total: 76% Hispanic: 70% Black: 71% White: 80% ELL: 66% SWD: 66% ED: 73%
Mathematics Goal #5A: <i>In the years 2012-2017, Patriot Elementary will reduce the achievement gap by 50% in the following categories: Hispanic, Black, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged as measured by the school grades report.</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. Low past performance on problem solving skills due to low reading ability.	5B.1. Sixty minute instructional block Small Group Instruction Interactive math instruction Kagan Structures Differentiated instruction Compass Learning Manipulatives ESOL Strategies Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	5B.1. Classroom teacher Resource Teacher Administration	5B.1. Monitor daily progress Observations Quality Tools Math Facts in a Flash Compass Learning Teacher training in math programs Classroom walkthroughs, partner visits, student growth	5B.1. District Assessments FCAT enVision Topic Tests STAR Math	
Mathematics Goal #5B:	2012 Current Level of Performance:* Hispanic: 44% Black: 41% White: 57%	2013 Expected Level of Performance:* Hispanic: 49% Black: 51% White: 66%					
<i>In 2011-12, 44% of Hispanic students scored Level 3 or higher on FCAT Math. In 12-13, we will improve to 50% as measured by the FCAT scores.</i> <i>In 2011-12, 41% of black students scored Level 3 or higher on FCAT Math. In 12-13, we will improve to 51% as measured by the FCAT scores.</i> <i>In 2011-12, 57% of white students scored Level 3 or higher on FCAT Math. In 12-13, we will improve to 66% as measured by the FCAT scores.</i>		5B.2. Lack of fluency in math facts	5B.2. Strategic grouping of students and positive reinforcement School wide math facts program Kagan Structures Differentiated Instruction Math Facts in a Flash Classroom teachers will incorporate	5B.2. Classroom teacher Resource Teacher Administration	5B.2. Monitor daily progress Observations Weekly Math Facts Assessment Classroom walkthroughs, partner visits, student growth	5B.2. District Assessments FCAT enVision Topic Tests Math Facts in a Flash STAR Math	

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			quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings			
		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. Difficulty with content area vocabulary during second language acquisition.	5C.1. Focused vocabulary instruction in math Differentiated Instruction Small groups Manipulatives ESOL Strategies Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	5C.1. Classroom teacher Resource Teacher Administration	5C.1. Monitor daily progress Observations Quality Tools CompassLearning Teacher training in math programs Classroom walkthroughs, partner visits, student growth	5C.1. District Assessments FCAT STAR Math
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2011-12, 31% of English Language Learners scored Level 3 or higher on FCAT Math. In 12-13, we will improve to 43% as measured by the FCAT scores.	31%	43%					
			5C.2. Low past performance on problem solving skills due to language barriers.	5C.2. Small groups with a focus on vocabulary development using math language to solve problems. Differentiated Instruction Manipulatives ESOL Strategies Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	5C.2. Classroom teacher Resource Teacher Administration	5C.2. Monitor daily progress Observations Quality Tools Math Facts in a Flash CompassLearning Teacher training in math programs Classroom walkthroughs, partner visits, student growth	5C.2. District Assessments FCAT STAR Math
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Low reading abilities impact students' comprehension of word problems and algebraic thinking.	5D.1. Triple I/Going for the Gold Differentiated Instruction Small groups Math centers Manipulatives Kagan Structures CompassLearning Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	5D.1. Classroom teacher Resource Teacher Administration	5D.1. Monitor daily progress Observations Quality Tools Math Facts in a Flash CompassLearning Teacher training in math programs Classroom walkthroughs, partner visits, student growth	5D.1. District Assessments FCAT STAR Math
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2011-12, 29% of Students with Disabilities scored Level 3 or higher on FCAT Math. In 12-13, we will improve to 43% as measured by the FCAT scores.	29%	43%					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: In 2011-12, 47% of Economically Disadvantaged students scored Level 3 or higher on FCAT Math. In 12-13, we will improve to 54% as measured by the FCAT scores.	2012 Current Level of Performance: * 47%	2013 Expected Level of Performance: * 54%	Students lack real-world experience when solving math problems.	Real-world application Manipulatives CRA Method of problem solving Kagan Structures CompassLearning Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	Classroom teacher Resource Teacher Administration	Monitor daily progress Observations Quality Tools Math Facts in a Flash CompassLearning Classroom walkthroughs, partner visits, student growth	District Assessments FCAT STAR Math
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><u>Mathematics Goal #2A:</u></td> <td style="width: 15%;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 15%;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="font-size: small;"><i>Enter narrative for the goal in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for current level of performance in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>									
	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.						
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.						
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><u>Mathematics Goal #2B:</u></td> <td style="width: 15%;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 15%;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="font-size: small;"><i>Enter narrative for the goal in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for current level of performance in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<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>					
<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.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Mathematics Goal #3A:</td> <td style="width: 15%;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 15%;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="font-size: small;"><i>Enter narrative for the goal in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for current level of performance in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	Mathematics Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Mathematics Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>									
	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.						
	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.						
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Mathematics Goal #3B:</td> <td style="width: 15%;"><u>2012 Current Level of Performance:*</u></td> <td style="width: 15%;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="font-size: small;"><i>Enter narrative for the goal in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for current level of performance in this box.</i></td> <td style="font-size: small;"><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	Mathematics Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
Mathematics Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>									
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.						
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	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>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
	Mathematics Goal #5A: <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.	
Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
	White: Black: Hispanic: Asian: American Indian:	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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</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>					
			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</u> #5E:	<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>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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		2.3.	2.3.	2.3.	2.3.	2.3.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

End of Algebra 1 EOC Goals

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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>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will receive training in math strategies to improve student learning	School-wide	Math Committee/ District Support Staff	School-wide	January/February	Walk through observations	Administration
Choosing Excellence	All	District	Groups of 8 teachers	Three times during the 2012 school year	Team meetings, grade level agendas	Administration
Choosing Excellence	All	Charmin Hall and Jamie VanCleve	School-wide	Talc 30 – every third week	Quality tools discussion board, classroom walkthroughs	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize mathematical skill flashcards to support our school-wide math facts program.	Mathematical skill flashcards	Title 1	\$303.05
Teachers will utilize math manipulatives to enhance math lessons.	Math manipulatives	Title 1	\$1000.00
Subtotal: \$1303.05			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will receive training in math strategies to improve student learning	District Support Staff	Title 1 and After School Program (Function 9100)	\$2,000.00
Choosing Excellence	District training and in-house Talc 30	Grant	\$0
Subtotal: \$2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$3,303.05			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			I.A.1. Lack of experience with the scientific method.	I.A.1. Students will perform science experiments utilizing materials from the science lab. Integrate science into the reading block. SMART Night Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	I.A.1. Classroom teacher Title I Resource Teacher Administration Science Goal Team	I.A.1. Data collection and analysis Classroom walkthroughs, partner visits, student growth	I.A.1. FCAT District assessments
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In 2011-12, 25% of our students scored Level 3 on FCAT Science. In 12-13, we will improve to 30% as measured by FCAT scores.</i>	25% (29)	30% (36)					
			I.A.2. Many students lack pertinent background knowledge and vocabulary to comprehend science text.	I.A.2. Science vocabulary instruction Science journals Activate prior knowledge Science manipulatives Kagan Structures Integrate science into the reading block Schoolwide Science Word of the Week SMART Night	I.A.2. Administration Classroom Teachers Science Goal Team	I.A.2. Grade-level admin. Meetings Show me the learning meetings Classroom walkthroughs, partner visits, student growth	I.A.2. District assessments

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			Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings			
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: No FAA goal is necessary, as there are too few students taking the FAA enrolled at our school.	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Science Goal #2A:</u> <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>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u> <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>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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End of Florida Alternate Assessment High School Science Goals

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

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

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

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		2.3.	2.3.	2.3.	2.3.	2.3.
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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
Teachers will receive training in math strategies to improve student learning	School-wide	Science SIP Committee	School-wide	February/March	Walk through observations	Administration
Choosing Excellence	All	District	Groups of 8 teachers	Three times during the 2012 school year	Team meetings, grade level agendas	Administration
Choosing Excellence	All	Charmin Hall and Jamie VanCleve	School-wide	Talc 30 – every third week	Quality tools discussion board, classroom walkthroughs	Administration

Science Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize science lab in order to demonstrate science concepts to students.	Science lab materials	Title 1	\$500.00
Subtotal: \$500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will receive training in science strategies to improve student learning.	District Support Staff	Title 1 and After School Program (Function 9100)	\$2,000.00
Choosing Excellence	District training and in-house Talc 30	Grant	\$0
Subtotal: \$2,000.00			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Students will be engaged in extended academic learning time.	FCAT Coach materials	SAI	\$1000.00
Subtotal: \$1000.00			
Total: \$3,500.00			

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.			1.1. Many students have a limited vocabulary which impedes their ability to write at a higher level.	1.1. Writing binders Activate prior knowledge Kagan Structures Going for the Gold groups, focusing on vocabulary development Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	1.1. Administration Classroom Teachers Writing Goal Team Title I Resource Teacher	1.1. Weekly prompt scores Patriot Writes Data collection and analysis Grade-level admin. Meetings Classroom walkthroughs, partner visits, student growth	1.1. District assessments Patriot Writes FCAT Writes
<u>Writing Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In 2011-2012 47% scored at a level of 3.5 or higher in FCAT writing. In 2012-2013, we will improve to 51% as measured by FCAT Writes.</i>	47% (60)	51% (66)					
			1.2. 44 % of standard curriculum 4th grade students are not proficient in reading.	1.2. Small group intervention Writing binders Going for the Gold groups, focusing on reading/language arts skills Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	1.2. Administration Classroom Teachers Writing Goal Team Title 1 Resource Teacher	1.2. Weekly prompt scores Patriot Writes Data collection and analysis Grade-level admin. Meetings Classroom walkthroughs, partner visits, student growth	1.2. District assessments Patriot Writes FCAT Writes
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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No FAA goal is necessary, as there are too few students taking the FAA enrolled at our school.	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
Teachers will participate in a Common Core focused writing workshop.	School-wide	Writing Committee	School-wide	November	Walk through observations	Administration
Choosing Excellence	All	District	Groups of 8 teachers	Three times during the 2012 school year	Team meetings, grade level agendas	Administration
Choosing Excellence	All	Charmin Hall and Jamie VanCleve	School-wide	Talc 30 – every third week	Quality tools discussion board, classroom walkthroughs	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Fourth grade students will utilize bare books to create a book of their own.	Bare books	Title 1	\$280.00
Subtotal: \$280.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will participate in a Common Core focused writing workshop.	Writing training	Title 1	\$5000.00
Choosing Excellence	District training and in-house Talc 30	Grant	\$0

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Subtotal: \$5000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Total: \$5,280.00			Subt

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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

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**June 2012
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Revised April 29, 2011**

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u> <i>Enter numerical data for current attendance rate in this box.</i>	<u>2013 Expected Attendance Rate:*</u> <i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <i>Enter numerical data for current number of absences in this box</i>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <i>Enter numerical data for current number of students tardy in this box.</i>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension									
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.					
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Total Number of In-School Suspensions</u> <i>Enter numerical data for current number of in-school suspensions</i>	<u>2013 Expected Number of In-School Suspensions</u> <i>Enter numerical data for expected number of in-school suspensions</i>										
	<u>2012 Total Number of Students Suspended In-School</u> <i>Enter numerical data for current number of students suspended in-school</i>	<u>2013 Expected Number of Students Suspended In-School</u> <i>Enter numerical data for expected number of students suspended in-school</i>										
	<u>2012 Total Number of Out-of-School Suspensions</u> <i>Enter numerical data for current number of students suspended out-of-school</i>	<u>2013 Expected Number of Out-of-School Suspensions</u> <i>Enter numerical data for expected number of students suspended out-of-school</i>										
	<u>2012 Total Number of Students Suspended Out-of-School</u> <i>Enter numerical data for current number of students suspended out-of-school</i>	<u>2013 Expected Number of Students Suspended Out-of-School</u> <i>Enter numerical data for expected number of students suspended out-of-school</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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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement								
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Parent Involvement			1.1. Due to the high enrollment of Economically Disadvantaged students, parent participation is limited.	1.1. Increase parent involvement Provide childcare Encourage parents to become volunteers Translation of written communication (such as school newsletters from English to Spanish) will occur regularly. A translator will be available at all activities and functions. Encourage continual contact with the school through Staff websites and ParentLink. Encourage attendance at award assemblies and other school programs heralding the students educational abilities and success. Parenting Partner Workshops	1.1. Administration Goal Teams PTO/SAC Chairs Classroom Teachers	1.1. Attendance of parents at Open House, student-led conferences, Curriculum Nights, award assemblies. Participation in extra-curricular school events; Fun Fest, Book Fair.	1.1. Parent Sign-In sheets Volunteer log				
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*						1.2.	1.2.	1.2.	1.2.
<i>The parents and staff will work to create a "Patriot School Community" atmosphere. Increase opportunities for parents, families and school personnel to come together in their students' education, through events and celebrations at Patriot</i>	65%	68%						1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

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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
Parenting Partner facilitators will provide parents with strategies to support students' academic success.	Parenting Partner workshop materials	District Grant	\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
The Parenting Partner Facilitators will provide professional development training to the staff.	Parenting Partner Facilitator Training	None	\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Total: \$0			

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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM 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.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal
			Total

End of CTE Goal(s)

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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: In 2011-2012, there were two reported incidences of bullying based on the bullying investigation process. In 2012-2013, we will reduce the number of bullying incidences from two to zero as measured by the bullying investigation process.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Students are uncomfortable reporting bullying incidents.	Not In My City - character education program Daily school news focus on character education words Monthly assemblies on character words Citizen of the Month/Week Recognition Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	Guidance Counselor Character Education Committee Assistant Principal	Conferences Proper paperwork Resolution of issues Classroom walkthroughs, partner visits, student growth	Bullying investigation process Complaint form Investigation form Statement form Report form
	2 reported incidents	0 reported incidents					
			1.2.	Inaccurate accounts of bullying.	Not In My City - character education program Daily school news focus on character education words Monthly assemblies on character words Citizen of the Month/Week Recognition Classroom teachers will incorporate quality tools into their daily routines including data folders, data walls, PDSAs, Plus/Deltas, class meetings	Guidance Counselor Character Education Committee Assistant Principal	Conferences Proper paperwork Resolution of issues Classroom walkthroughs, partner visits, student growth
			1.3.				

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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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
Students will participate in the Not in My City Character Education / Anti-Bullying Program.	Materials	After School Program	\$2,000.00
Subtotal: \$2,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will receive training in character education through the Not in My City program.	Not in My City Program	None	\$0
Choosing Excellence	District training and in-house Talc 30	Grant	\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Total: \$2,000.00			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
Total: \$10,300.00	
CELLA Budget	
Total: \$2,489.93	
Mathematics Budget	
Total: \$3,303.05	
Science Budget	
Total: \$3,500.00	
Writing Budget	
Total: \$5,280.00	
Civics Budget	
	To
U.S. History Budget	
	To
Attendance Budget	
	To
Suspension Budget	
	To
Dropout Prevention Budget	
	To
Parent Involvement Budget	
Total: \$0	
STEM Budget	
	To
CTE Budget	
	To
Additional Goals	
Total: \$2,000.00	

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Grand Total: \$26,872.98

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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

- 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.

Describe the projected use of SAC funds.	Amount

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