FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hunter's Creek Elementary	District Name: Orange County Public Schools
Principal: Anne H. Geisler	Superintendent: Barbara M. Jenkins
SAC Chair: Michelle Yore	Date of School Board Approval: January 29, 2013

Student Achievement Data:

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

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Anne H. Geisler	A.B. Elem. Ed., Wesleyan College; M.Ed. Administration and Supervision, Rollins College; Florida Elementary Education Certification; Educational Leadership Certification	12	19	School Grades – A's 2000 - 2010 AYP every year except 2007 and 2010 (Data not available prior to 2002) 2002 - 82% HS in reading and math; 73% LG in reading and 82% LG in math; 73% LG in B25% in reading 2003 - 87% HS in reading and 82% HS in math; 77% LG in reading and 70% LG in math; 78% LG in B25% in reading 2004 - 86% HS in reading and 81% HS in math; 73% LG in reading and 71% LG in math; 66% LG in B25% in reading 2005 - 84% HS in reading and 80% HS in math; 73% LG in reading and 66% LG in math; 75% LG in B25% in reading 2006 - 88% HS in reading and 85% HS in math; 71% LG in

					reading and 73% LG in math; 58% LG in B25% in reading 2007 - 87% HS in reading and 90% HS in math; 77% LG in reading and 80% LG in math; 77% LG in B25% in reading and 76% in math 2008 - 89% HS in reading and 90% HS in math; 75% LG in reading and 66% LG in math; 72% LG in B25% in reading and 59% in math 2009 - 88% HS in reading and 88% HS in math; 71% LG in reading and 78% LG in math; 71% LG in B25% in reading and 67% in math 2010 - 87% HS in reading and 87% HS in math; 73% LG in reading and 75% LG in math; 51% LG in B25% in reading and 77% in math 2011 - 87% HS in reading and 90% HS in math; 73% LG in reading and 69% LG in math; 61% LG in B25% in reading and 68% in math
Assistant Principal	Oscar Sanchez	B.S. Elem. Ed., Nova Southeastern; M.S., Ed. Leadership Barry Univ.; Florida Elementary Education Certification; Educational Leadership Certification	5	7	2005 – Grade A 2006 – Grade F (no AYP) 2007 – 2011 – A's AYP every year except 2007 and 2010 2007 - 87% HS in reading and 90% HS in math; 77% LG in reading and 80% LG in math; 77% LG in B25% in reading and 76% in math 2008 - 89% HS in reading and 90% HS in math; 75% LG in reading and 66% LG in math; 72% LG in B25% in reading and 59% in math 2009 - 88% HS in reading and 88% HS in math; 71% LG in reading and 78% LG in math; 71% LG in B25% in reading and 67% in math 2010 - 87% HS in reading and 87% HS in math; 73% LG in reading and 75% LG in math; 51% LG in B25% in reading and 77% in math 2011 - 87% HS in reading and 90% HS in math; 73% LG in reading and 69% LG in math; 61% LG in B25% in reading and 68% in math

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Highly Effective Instructional Coaches

List your school's highly effective 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 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)
Elem	Ellen Patterson	Bachelor's in Elementary Education 1-6; Reading Endorsement Certification; ESOL Certification	18	6	School Grades – A's 2000 - 2010 AYP every year except 2007 and 2010

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	Not Applicable (If not, please explain why)
1. Recruit only the most highly qualified through word of mouth and focused community outreach.	Principal	June 2013	
2. Retain high quality teachers by building collegial relationships, maintaining a positive school climate, and providing challenging opportunities for growth and leadership through adult learning via Professional Learning Communities.	Principal	June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Karen Funes	Elem. Ed	5th grade	ESOL courses
Jody Kaminski	Elem. Ed	1st grade	ESOL courses
Laura Lopez	Elem. Ed	3rd grade	ESOL courses
Amanda Newcomer	Elem. Ed	3rd grade	ESOL courses

Tammy Powell	Elem. Ed	5th grade	ESOL courses
Selenia Rodriguez	Elem. Ed, Spanish	3rd grade	ESOL courses
Melodee Trenary	Elem. Ed	Kindergarten	ESOL courses

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
58	2% (1)	15% (9)	31% (18)	52% (30)	67% (39)	100% (58)	12% (7)	10% (6)	81% (47)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Jean Heredia	Jessica Goulart	A 1st year teacher is paired with an experienced teacher.	Plan reviews, teaching reviews, conferences, support through email, help with county requirements

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Additional Requirements

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Anne Geisler, Principal; Julie Jaworski, Staffing Coordinator/Guidance Counselor; Donna Siegel, School Psychologist; Ellen Patterson, CRT; Sheree Green, ESE Teacher; Nancy Morhack, Reading Resource Teacher
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? Members of the leadership team will meet monthly with individual teachers ("Kid Talks") and teams (data meetings) to discuss concerns re: students and to recommend interventions. The Leadership Team will call upon members of the RtI team as needed to support classroom teachers. The Leadership Team will monitor implementation of suggested interventions and reconvene as necessary.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Members of the RtI Leadership Team are represented on the School Advisory Committee by Mrs. Patterson and Mrs. Geisler, who led the SAC in developing the School Improvement Plan at the summer planning meeting of the SAC. Activities and funds were committed at this meeting. The SAC meets monthly to review the activities and progress of the SIP.
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. Tier 1 – FAIR data, Benchmarks data (at Kid Talks and data meetings) Tier 2 – FAIR data, Benchmarks data, data from Reading Resource Teacher, and Read 180 (SRI) (Kid Talks, Child Study meetings) Tier 3 – FAIR data, Benchmarks, Resource Teacher(s) input, results of individual interventions, and input from school psychologist and/or other Learning Community and district resources (Kid Talks, Child Studies).
Describe the plan to train staff on MTSS. Our staff has operated within the RtI philosophy for the past four years. Further explicit training to be determined based on availability of resources.
Describe plan to support MTSS. MTSS team will meet with classroom teachers to support use of interventions and determine effectiveness.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Nancy Morhack –Reading Resource – Chairman Ellen Patterson –CRT- Co-chair Nita Gordon – Media Specialist – Co-chair Joan Hale –Kindergarten Teacher Jody Kaminski – 1st gr. Teacher Jean Heredia – 2nd gr. Teacher Cristina Pokorny – 3rd gr. Teacher Loria Prehay -3rd gr. Teacher Alyssa Jones - 4th gr. Teacher Jennifer Carnes - 5th gr. Teacher Rob Campbell – PE Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The committee meets to discuss reading concerns that impact student learning and attempts to solve those concerns. We seek to learn about and share best practices with other teachers on the grade level. The committee also plans and implements events school-wide that are Reading/Literacy based, i.e.: Literacy Night, Amazing Reading Race, and Early Bird Reading.
What will be the major initiatives of the LLT this year? The committee wants to involve more students in reading independently and to increase students' capacities to read longer passages. We want to motivate even the most reluctant readers to enjoy reading.

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

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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. Reading Goal #1a: *Provide academic support for the Level 1 and 2 students to enable them to score a Level 3 on the 2012 FCAT.*	2012 Current Level of Performance:* *In June 2012, 31%(108) of students scored a Level 3 in reading. 24% (85) of students scored a Level 1 or 2.*	2013 Expected Level of Performance:* *By June 2013, no more than 21% (74) of our students will score a level 1 or 2.*	1a.1 Targeted students assigned to before school intervention may be tardy, leading to missed intervention time.	1a.1. Increase parent awareness of the importance of intervention time, and impose consequences or rewards as needed.	1a.1. CRT, Intervention Tutors	1a.1. Monitoring attendance log and student achievement data	1a.1. Attendance log, student achievement data
			1a.2. Pulling students from direct instruction to provide intervention causes loss of critical instructional time.	1a.2. Provide support for our lowest 25% students through morning and afternoon tutoring program.	1a.2. Assistant Principal, CRT, Teachers	1a.2. Progress Monitoring of students during class time and tutoring time	1a.2. Grade level common assessments; teacher observation of students
			1a.3. LEP students may not have the language support to grasp concepts presented above their vocabulary/fluency level.	1a.3. Provide support for at risk LEP students through in school tutoring with CCT and ESOL paraprofessionals.	1a.3. CCT, ESOL Paraprofessionals	1a.3. Teachers and resource staff conduct pre-assessments.	1a.3. Grade level common assessments; teacher observation of students
			1a.4. Students may regress in fluency/comprehension over the	1a.4. Identify baseline reading achievement data at each grade level,	1a.4. Principal, Assistant Principal, CRT, Resource Teachers, Classroom Teachers	1a.4. Teachers and resource staff conduct pre-assessments.	1a.4. HM Running records; DAR; FAIR

		summer, or students new to the school may not have the same prior skill set.	using appropriate assessment tools.			
		1a.5. Students enter 3rd grade reading below grade level.	1a.5. Identify and provide reading intervention for primary grade students not proficient in reading.	1a.5. Principal, Assistant Principal, CRT, Media Specialist, CCT, Classroom Teachers, Paraprofessionals	1a.5. Progress Monitoring of students	1a.5. 6 Minute Solution, HM running records, FAIR testing, ERDA testing, grade level common assessments, teacher observation
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:	2012 Current Level of Performance:* / 2013 Expected Level of Performance:* / *N/A* / *N/A*					
		1b.2	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.		2a.1. Students score lower on non-fiction reading passages.	2a.1. Provide additional non-fiction resources to support classroom reading instruction in both print and digital formats.	2a.1. Media Specialist, Resource Teachers, Classroom Teachers	2a.1. Intentional monitoring of students' comprehension when reading non-fiction text.	2a.1. SRS systems, Scholastic Reader resources, SRA Snapshots, BookFlix/TrueFlix resources, grade level common assessments, teacher observation
Reading Goal #2a: *Increase the number of students scoring a level 4 or 5 on FCAT Reading.*	2012 Current Level of Performance:* / 2013 Expected Level of Performance:* / *In June 2012, 45% (161) students scored a level 4 or 5 on FCAT Reading.* / *By June 2013, 48% (174) students will score a level 4 or 5 on FCAT Reading.*					
		2a.2. Students fall back a level as the complexity of the FCAT test increases through	2a.2. Increase the use of pre-tests to build upon prior knowledge.	2a.2. Classroom Teachers	2a.2. Progress Monitoring of students	2a.2. Grade level common assessments, teacher observations, and critical thinking applications.

		the grade levels.			
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.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
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Students tend to fall back a level as the complexity of the FCAT test increases through the grade levels.	3a.1. Use grade level PLCs to identify areas of concern and create specific interventions to address them.	3a.1. Principal, Assistant Principal, CRT, CCT, Staffing Specialist, Resource Teachers, Classroom Teachers	3a.1. Teachers meet to discuss results of grade level common assessments and create/implement specific interventions as needed.	3a.1. Grade level common assessments, district assessments
Reading Goal #3a: *Increase the amount of students making learning gains in reading.*	2012 Current Level of Performance:* *In June 2012, 71%(162) of students made learning gains in reading based on the FCAT Reading test.*	2013 Expected Level of Performance:* *By June 2013, 74%(169) of students will make learning gains in reading based on the FCAT reading test.*					
			3a.2. Literacy development can stall at home if parents are not involved in reading activities.	3a.2. Host a Family Literacy Night in the spring and incorporate ways to read at home.	3a.2. Principal, Assistant Principal, CRT, Reading Committee Resource Teachers, Classroom Teachers	3a.2. Parent attendance	3a.2. Attendance sheets
			3a.3. Students are not encouraged to read during their free time.	3a.3. Implement a "Reader's Reward" program that rewards students who choose to read during non-instruction times.	3a.3. Resource Teachers, Classroom Teachers	3a..3. Ticket and reward system	3a.3. Ticket awarded

		3a.4. Students may not be comprehending books they are reading during non-instruction time.	3a.4. Use the new school wide AR system to rework AR guidelines and build a new focus on comprehension.	3a.4. Media Specialist, Classroom Teachers	3a.4. AR reports and usage	3a.4. AR software
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: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *N/A* **2013 Expected Level of Performance:*** *N/A*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.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
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.		4a.1. Pulling students from direct instruction to provide intervention causes loss of critical instructional time.	4a.1. Provide support for our lowest 25% students through morning and afternoon tutoring program.	4a.1. Assistant Principal, CRT, Teachers	4a.1. Progress Monitoring of students during class time and tutoring time.	4a.1. Grade level common assessments, teacher observation of students
Reading Goal #4a: *Increase the number of low performing students that make learning gains in reading.*	**2012 Current Level of Performance:*** *In June 2012, 72% (46) of the lowest 25% of students made learning gains in reading.* **2013 Expected Level of Performance:*** *By June 2013, 75% (48)of the lowest 25% of students will make learning gains in reading.*					
		4a.2. LEP students may not have the language support to grasp concepts presented above their vocabulary/fluency level.	4a.2. Provide support for at risk LEP students through in school tutoring with CCT and ESOL paraprofessionals.	4a.2. CCT, ESOL Paraprofessionals	4a.2. Progress Monitoring students during class time and tutoring time.	4a.2. Grade level common assessments, teacher observation of students
		4a.3 Students staffed	4a.3. Provide support for	4a.3. Staffing Specialist,	4a.3. Monitoring of students for progress	4a.3. ESE strategy checklist, IEP goal

		as ESE have specific issues that hinder academic achievement.	at risk ESE students through small group push in and strategy specific instruction.	VE Teacher, ESE Paraprofessionals, Classroom Teachers	towards IEP goals.	sheet, teacher observation
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.** Reading Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: *To decrease the performance gap between the overall school achievement total and each lower-performing subgroup by 50% of the current gap.*	**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 subgroup:	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. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To decrease the performance gap between the overall school achievement total and each lower-performing ethnic group by 3%.	*Enter numerical data for current level of performance in this box.* White: 80%, above average Black: >30 students Hispanic: 73%, no statistical gap Asian: >30 students American Indian: >30 students	*Enter numerical data for expected level of performance in this box.* White: maintain Black: N/A Hispanic: maintain Asian: N/A American Indian: N/A					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: *To decrease the performance gap between the overall school achievement and the ELL population by 3%.*	2012 Current Level of Performance:* *Overall, 75.5% of students scored a level 3 or above, while within the ELL population, 65.5% of students scored a level 3 or above. This is a gap of 10%.*	2013 Expected Level of Performance:* *By 2013, we will increase the amount of ELL students scoring a level 3 or above by 3%.*	5C.1. LEP students may not have the language support to grasp concepts presented above their vocabulary/fluency level.	5C.1. Provide support for at risk LEP students through in school tutoring with CCT and ESOL paraprofessionals.	5C.1. CCT, ESOL Paraprofessionals	5C.1. Progress Monitoring of students during class time and tutoring time	5C.1. Grade level common assessments, teacher observation of students
			5C.2. Students enter the school year midyear without any English language exposure.	5C.2. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.	5C.2. Classroom Teachers, ESOL Paraprofessional, CCT, Assistant Principal	5C.2. Progress Monitoring of students during class time and tutoring time	5C.2. Grade level common assessments, teacher observation of students
			5C.3. LEP students may not have the language support to grasp concepts	5C.3. Provide support for LEP students through ESOL paraprofessionals.	5C.3. CCT, ESOL Paraprofessionals	5C.3. Progress Monitoring of students during class time and tutoring time	5C.3. Grade level common assessments, teacher observation of students

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			presented.				
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. Pulling students from direct instruction to provide intervention causes loss of critical instructional time.	5D.1. Provide support for our lowest 25% students through morning and afternoon tutoring program.	5D.1. Assistant Principal, CRT, Teachers	5D.1. Progress Monitoring of students during class time and tutoring time.	5D.1. Grade level common assessments, teacher observation of students
Reading Goal #5D: *To decrease the performance gap between the overall school achievement and the ESE population by 6%.*	2012 Current Level of Performance:* *Overall, 75.5% of students scored a level 3 or above, while within the ESE population, 16.1% of students scored a level 3 or above. This is a gap of 60%.*	2013 Expected Level of Performance:* *By June 2013, 22% of our ESE students will score a level 3 or above on FCAT.*					
			5D.2. Students staffed as ESE have specific issues that hinder academic achievement.	5D.2. Provide support for at risk ESE students through small group push in and strategy specific instruction.	5D.2. Staffing Specialist, VE Teacher, ESE Paraprofessionals, Classroom Teachers	5D.2. Monitoring of students for progress towards IEP goals	5D.2. ESE strategy checklist, IEP goal sheet, teacher observation
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Students may regress in fluency/comprehension over the summer, or students new to the school may not have the needed prior skill set.	5E.1. Identify baseline reading achievement data at each grade level, using appropriate assessment tools.	5E.1. Principal, Assistant Principal, CRT, Resource Teachers, Classroom Teachers	5E.1. Classroom teachers and resource staff conduct pre-assessments.	5E.1. HM Running Records, DAR, FAIR
Reading Goal #5E: *To decrease the performance gap between the overall school achievement and the Economically Disadvantaged population by 6%.*	2012 Current Level of Performance:* *Overall, 75.5% of students scored a level 3 or above, while within the ED population, 68.7% of students scored a level 3 or above. This is a gap of 7%.*	2013 Expected Level of Performance:* *By June 2013, 70% of our ESE students will score a level 3 or above on FCAT.*					
			5E.2. Students in this subgroup have a	5E.2. Indoctrinate students into our school	5E.2. Entire School	5E.2. Explicit teaching of Character Education curriculum in classroom	5E.2. Administrator Behavior reports, teacher observations

		higher percentage of transfers each school year and may be highly transient.	culture and establish high standards for behavior.		and throughout the school using the closed circuit TV system	
		5E.3. Students in this subgroup have a higher percentage of transfers each school year and may be highly transient.	5E.3. Indoctrinate students into our school culture and establish high standards for academic achievement.	5E.3. Entire School	5E.3. Explicit teaching of goal setting strategies and interventions to ensure success	5E.3. Classroom goal setting charts, Individual goal setting tools, Teacher observations

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Teacher Assessment System	All	School based staff that have attended county training	All instructional staff	Ongoing in staff meetings, team meetings, and individual teacher/administrator conferences	Teacher/Administrator conferences	Principal, Assistant Principal, Trained members of leadership team
Differentiated Instruction	All	PLC Leaders, Instructional leaders	K - 5 teachers	Professional Development Wednesdays, Weekly Team Meetings	Instructional Leaders meetings, Classroom Walk-throughs, Informal teacher assessments, Lesson Study	Administration, Leadership Team, Instructional Leaders
Formal use of Common Assessments	All	PLC Leaders, Instructional Leaders	K - 5 teachers	Professional Development Wednesdays, Weekly team Meetings	Instructional Leader meetings, Classroom Walk-throughs, Informal teacher assessments	Administration, Leadership Team, Instructional Leaders
NGSSS transition to CC	All	District Level, Black Belt Teachers	All	Ongoing	Lesson plan reviews, Teacher/Administrator conferences	Principal, Assistant Principal, CRT

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Reading 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
Before and After School Tutoring Programs	Tutors, Ladders to Success	SAI/SRI	$9,000.00
			Subtotal: $9,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attend district level professional developments about the NGSSS and CC	District-led trainings	Title II (Substitutes)	$1,000.00
			Subtotal: $1,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $10,000

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: *Using Test Level A1(K-2) and Test Level B1 (3-5)the students' scores will be increased by 3-5%:* 1. *Kindergarten – 49% proficient* 2. *1st grade – 91% proficient* 3. *2nd grade – 93% proficient* 4. *3rd grade – 51% proficient* 5. *4th grade – 80% proficient* 6. *5th grade – 77% proficient*	2012 Current Percent of Students Proficient in Listening/Speaking: *Using Test Level A1 students scored:* 1. *Kindergarten – 44% proficient (17/39)* 2. *1st grade – 88% proficient (28/32)* 3. *2nd grade – 90% proficient (26/29)* *Using Test Level B1 students scored:* 1. *3rd grade – 48% proficient (11/23)* 2. *4th grade – 77% proficient (20/26)* *5th grade – 74% proficient (14/19)*	1.1. Students enter the school year midyear without any English language exposure.	1.1. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.	1.1. Classroom Teachers, ESOL Paraprofessional, CCT, Assistant Principal	1.1. Progress Monitoring of students during class time and small group time	1.1. Grade level common assessments, teacher observation of students
		1.2. LEP students may not have the language support to grasp concepts presented.	1.2. Provide support for LEP students through ESOL paraprofessionals.	1.2. CCT, ESOL Paraprofessionals	1.2. Progress Monitoring of students during class time and small group time	1.2. Grade level common assessments, teacher observation of students
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2: *Using Test Level A1(K-2) and Test Level B1 (3-5)the students' scores will be increased by 3-5%:* 1. *Kindergarten –5% proficient* 2. *1st grade –19% proficient* 3. *2nd grade – 89% proficient* 4. *3rd grade –55% proficient* 5. *4th grade –76% proficient* 6. *5th grade –77% proficient*	2012 Current Percent of Students Proficient in Reading : *Using Test Level A1 students scored:* 4. *Kindergarten – 0% proficient (0/40)* 5. *1st grade – 16% proficient (5/32)* 6. *2nd grade – 86% proficient (25/29)* *Using Test Level B1 students scored:* 3. *3rd grade – 52% proficient (12/23)* 4. *4th grade – 73% proficient (19/26)* 5. *5th grade - 74% proficient (14/19)*	2.1. Students enter the school year midyear without any English language exposure.	2.1. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.	2.1. Classroom Teachers, ESOL Paraprofessional, CCT, Assistant Principal	2.1. Progress Monitoring of students during class time and small group time	2.1. Grade level common assessments, teacher observation of students
		2.2. LEP students may not have the language support to grasp concepts presented.	2.2. Provide support for LEP students through Mrs. Morhack and ESOL paraprofessionals.	2.2. CCT, ESOL Paraprofessionals	2.2. Progress Monitoring of students during class time and small group time	2.2. Grade level common assessments, teacher observation of students

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. CELLA Goal #3: *Using Test Level A1(K-2) and Test Level B1 (3-5)the students' scores will be increased by 3-5%:* 1. *Kindergarten –5% proficient* 2. *1st grade –44% proficient* 3. *2nd grade – 75% proficient* 4. *3rd grade –47% proficient* 5. *4th grade –65% proficient* 6. *5th grade –50% proficient*	2012 Current Percent of Students Proficient in Writing : *Using Test Level A1 students scored:* 1. *Kindergarten – 0% proficient (0/40)* 2. *1st grade – 41% proficient (13/32)* 3. *2nd grade – 72% proficient (21/29)* *Using Test Level B1 students scored:* 4. *3rd grade – 43% proficient (10/23)* 5. *4th grade – 62% proficient (16/26)* *5th grade – 47% proficient (9/19)*	3.1. Students enter the school year midyear without any English language exposure.	3.1. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.	3.1. Classroom Teachers, ESOL Paraprofessional, CCT, Assistant Principal	3.1. Progress Monitoring of students during class time and small group time	3.1. Grade level common assessments, teacher observation of students
		3.2. LEP students may not have the language support to grasp concepts presented.	3.2. Provide support for LEP students through Mrs. Morhack (Reading Resource) and ESOL paraprofessionals.	3.2. CCT, ESOL Paraprofessionals, Reading Resource Teacher	3.2. Progress Monitoring of students during class time and small group time	3.2. Grade level common assessments, teacher observation of students

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
N/A	N/A	N/A	$0.00
			Subtotal:$ 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	$0.00
			Subtotal:$ 0.00
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	$0.00
			Subtotal:$ 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	$0.00
			Subtotal:$ 0.00
			Total: $0.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a: *Provide academic support for the level 1 and 2 students to enable them to score a level 3 on FCAT math.*	2012 Current Level of Performance:* *In June 2012, 31% (111) of students scored a Level 3 on the FCAT Math test. 23% (80) of students scored a level 1 or 2.*	2013 Expected Level of Performance:* *By June 2012, 20% (71) of students will score a level 1 or 2.*	1a.1. Lower performing students tend to need more direct instruction to grasp concepts presented during whole group instruction.	1a.1. Support teacher use of skill groups based on identified needs.	1a.1. Resource Teachers, Classroom Teachers	1a.1. Progress Monitoring of students during class time and small group time	1a.1. Grade level common assessments, SRS systems
			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. Mathematics Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.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
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Student performance in	2a.1. Create an intermediate math club to maintain high	2a.1. Principal, Assistant Principal, Classroom	2a.1. Teacher-monitored completion of real-world,	2a.1. Real-world application of learned math concepts

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Mathematics Goal #2a: *Increase the number of students scoring a level 4 or 5 on FCAT Math.*	*In June 2012, 46% (163) of students scored a level 4 or 5 on FCAT Math.*	*By June 2013, 49% (173) of students will score a level 4 or 5 on FCAT Math.*	math falls in the upper grades as problems/concepts become more complex.	levels of performance with complex math concepts.	Teachers	complex problems	
			2a.2. Core Curriculum focuses on concept acquisition rather than building critical thinking skills.	2a.2. Enhance critical thinking and problem solving skills.	2a.2. Classroom Teachers, Enrichment Teacher	2a.2. Monitor student performance on critical thinking tasks in the classroom and on-line programs.	2a.2. Florida Ready, Teacher observation
			2a.3 Core Curriculum focuses on concept acquisition rather than building critical thinking skills.	2a.3 Conduct school-wide chess club to promote critical thinking and math skills.	2a.3 Enrichment Teacher, 2nd - 5th Grade Teachers	2a.3 Continue using First Moves program.	2a.3 Chess games
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.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
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Student performance falls in the upper grades as problems/concepts become more	3a.1. Enhance critical thinking and problem solving skills.	3a.1. Classroom Teacher, Enrichment Teachers	3a.1. Monitor student performance on critical thinking tasks in the classroom and on-line programs.	3a.1. Grade level common assessments, Online assessments, FCAT Explorer
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Increase the number of students making learning gains on FCAT Math.	*In June 2012, 72% (164) of students made learning gains on FCAT Math.*	*By June 2013, 75% (171) of students will make learning gains on FCAT Math.*	complex.				
			3a.2. Addressing individual student needs cannot always occur during direct whole group instruction.	3a.2. Support teacher use of skill groups based on identified needs.	3a.2. Resource Teachers, Classroom Teachers, Enrichment Teacher	3a.2. Progress Monitoring of students during class time and small group time.	3a.2. Grade level common assessments, SRS system
			3a.3. Classroom time is limited and has many demands placed upon it.	3a.3. Supplement math instruction with use of online programs and software in the technology lab.	3a.3. Resource Teachers, Classroom Teachers, Computer Paraprofessional	3a.3. Timed tests during technology lab time, monitoring of student comprehension, additional practice of math skills	3a.3. On-line computer program evaluations, Student-monitored goal sheets
			3a.4. Transitioning between NGSSS and Common Core.	3a.4. Train teachers in use of new resources, such as IMS, designed to support new curriculum.	3a.4. Principal, Assistant Principal, CRT, Math Specialist	3a.4. Teachers plan in PLC process using new IMS resources.	3a.4. IMS, lesson plan reviews
			3a.5. Students tend to fall back a level as the complexity of the FCAT test increases through the grade levels.	3a.5. Use grade level PLCs to identify areas of concern and create specific interventions to address them.	3a.5. Principal, Assistant Principal, CRT, CCT, Staffing Specialist, Resource Teachers, Classroom Teachers	3a.5. Teachers meet to discuss results of grade level common assessments and create/implement specific interventions as needed.	3a.5. Grade level common assessments, district assessments
			3a.6. Students do not see ways to apply learned lessons to situations outside the classroom.	3a.6. Host a school-wide Math & Science Night.	3a.6. Principal, Asst. Principal, Resource Teachers, Classroom Teachers, PTA	3a.6. Teachers monitor students during events.	3a.6. Teacher observations
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					

			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.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
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lower performing students tend to need more direct instruction to grasp concepts presented during whole group instruction.	4a.1. Support teacher use of skill groups based on identified needs.	4a.1. Resource Teachers, Classroom Teachers	4a.1. Progress Monitoring of students during class time and small group time	4a.1. Grade level common assessments, SRS systems
Mathematics Goal #4a: *Increase the number of students in the lowest 25% that make learning gains on FCAT math.*	2012 Current Level of Performance:* *In June 2012, 49% (25) of the lowest 25% of students made learning gains on FCAT math.*	2013 Expected Level of Performance:* *By June 2013, 55% (28) of the lowest 25% of students will make learning gains on FCAT math.*					
			4a.2. Classroom time is limited and has many demands placed upon it.	4a.2. Supplement math instruction with use of online programs and software in the technology lab.	4a.2. Resource Teachers, Classroom Teachers, Computer Paraprofessional	4a.2. Timed tests during technology lab time, monitoring of student comprehension, additional practice of math skills	4a.2. On-line computer program evaluations, Student-monitored goal sheets
			4a.3 Lower performing students tend to need more direct instruction to grasp concepts presented during whole group instruction.	4a.3. Use grade level PLCs to identify areas of concern and create specific interventions to address them.	4a.3. Principal, Assistant Principal, CRT, CCT, Staffing Specialist, Resource Teachers, Classroom Teachers	4a.3. Teachers meet to discuss results of grade level common assessments and create/implement specific interventions as needed.	4a.3. Grade level common assessments, district assessments,
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			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), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *To decrease the performance gap between the overall school achievement total and each lower-performing ethnic group b 50% of the current gap.*							
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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: *To decrease the performance gap between the overall school achievement total and each lower-performing ethnic group by 3%.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: 87%, above average Black: >30 students Hispanic: 69%, 7% gap Asian: >30 students American Indian: >30 students **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Maintain Black: N/A Hispanic: decrease gap by 2% Asian: N/A American Indian: N/A	5B.1. LEP students may not have the language support to grasp concepts presented above their vocabulary/comprehension level.	5B.1. Provide support for at risk LEP students through in school tutoring with CCT and ESOL paraprofessionals.	5B.1. CCT, ESOL Paraprofessionals	5B.1. Progress Monitoring of students during class time and tutoring time	5B.1. Grade level common assessments, teacher observation of students	
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	**2012 Current Level of Performance:*** **2013 Expected Level of Performance:***	5C.1. LEP students may not have the language support to grasp concepts	5C.1. Provide support for at risk LEP students through in school tutoring with CCT and ESOL	5C.1. CCT, ESOL Paraprofessionals	5C.1. Progress Monitoring of students during class time and tutoring time	5C.1. Grade level common assessments, teacher observation of students	

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To decrease the performance gap between the overall school achievement the ELL population by 3%.	*Overall, 76.1% of students scored a level 3 or above, while within the ELL population, 64.4% of students scored a level 3 or above. This is a gap of 12%.*	*By June 2013, 67% of ELL students will score a level 3 or above on FCAT.*	presented above their vocabulary/comprehension level.	paraprofessionals.			
			5C.2. LEP students may not have the language support to grasp concepts presented above their vocabulary/comprehension level.	5C.2. PLC groups allow focus on individual needs during WIN time.	5C.2. Classroom Teachers, Resource Teachers	5C.2. Progress Monitoring of students during class time and WIN time.	5C.2. Grade level common assessments, teacher observation of students
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To decrease the performance gap between the overall school achievement the ESE population by 3%.	*Overall, 76.1% of students scored a level 3 or above, while within the ESE population, 38.7% of students scored a level 3 or above. This is a gap of 37%.*	*By June 2013, 42% of ESE students will score a level 3 or above on FCAT.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Pulling students from direct instruction to provide intervention	5E.1. Provide support for our lowest 25% students through morning and afternoon tutoring	5E.1. Principal, Assistant Principal, CRT, Teachers	5E.1. Progress Monitoring of students during class time and tutoring time	5E.1. Grade level common assessments, teacher observation of students
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*	causes loss of critical instructional time.	program.			
			5E.2. Students staffed as ESE have specific issues that hinder academic achievement.	5E.2. Provide support for at risk ESE students through small group push in and strategy specific instruction.	5E.2. Principal, Assistant Principal, CRT, Staffing Specialist, ESE teachers	5E.2. Monitoring of students for progress towards IEP goals	5E.2. ESE strategy checklist, IEP goal sheet, teacher observation
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Elementary School Mathematics Goals

Mathematics 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Teacher Assessment System	All	School based staff that have attended county training	All instructional staff	Ongoing in staff meetings, team meetings, and individual teacher/administrator conferences	Teacher/Administrator conferences	Principal, Assistant Principal, Trained members of leadership team
Differentiated Instruction	All	PLC Leaders, Instructional leaders	K - 5 teachers	Professional Development Wednesdays, Weekly Team and PLC Meetings	Instructional Leaders meetings, Classroom Walk-throughs, Informal teacher assessments, Lesson Study	Administration, Leadership Team, Instructional Leaders
Formal use of Common Assessments	All	PLC Leaders, Instructional Leaders	K - 5 teachers	Professional Development Wednesdays, Weekly Team and PLC Meetings	Instructional Leaders meetings, Classroom Walk-throughs, Informal teacher assessments, Lesson Study	Administration, Leadership Team, Instructional Leaders
NGSSS and CC	All	District Level	All	Ongoing	Lesson plan reviews, Teacher/Administrator conferences	Principal, Assistant Principal, CRT

Mathematics Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attend district level professional developments about the NGSSS and CC	District Level trainings	Title II (Substitutes)	$1,000.00
			Subtotal: $1,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0.00
			Total: $1,000

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 next to the percentage (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. Science Goal #1a: *Provide support for the students identified as level 1, 2, and 3 on the 4th grade FCAT Reading and Math to increase their chance of scoring a level 3 on FCAT Science.*	2012 Current Level of Performance:* *In June 2012, 34% (37) of students scored a level 3 on FCAT Science.*	2013 Expected Level of Performance:* *By June 2013, 37% (40) of students will score a level 3 on FCAT Science.*	1a.1. Students do not choose non-fiction material as often as fiction material.	1a.1. Increase the use of informational text and multimedia to build background knowledge and promote scientific thinking.	1a.1. Media Specialist, Resource Teachers, Classroom Teachers	1a.1. Students will be provided more non-fiction resources in both print and digital formats, and will be monitored for comprehension of these materials.	1a.1. SRS Systems, Weekly Readers, SRA Snapshots, Bookflix/Trueflix
			1a.2. Students need to be taught how to solve problems using the Scientific Method.	1a.2. Conduct weekly science experiments to provide students practice with the Scientific Method and hands-on opportunities for learning.	1a.2. Science Specialist, Classroom Teachers	1a.2. Teacher will gradually decrease the amount of support and have students plan and conduct the labs in cooperative groups.	1a.2. Lesson plan monitoring, teacher observation, Lab Journals
			1a.3. Younger students can struggle to manage all the pieces of a lab in the classroom.	1a.3. Upper class students will support primary grade students and work with the younger students to conduct classroom experiments.	1a.3. Classroom Teachers	1a.3. Monitor primary students for comprehension of labs conducted.	1a.3. Lab Journals, Teacher observation
			1a.4. Content taught at the beginning of the year needs to be reviewed in a quick but meaningful way later in the year.	1a.4. Provide students with a quick, hands-on snapshot of all science skills as a review of learned material (SQAD).	1a.4. 5th grade Teachers, Enrichment Teacher, Resource Teachers	1a.4. Teachers will provide hands-on experiments to review previously taught material. Students will complete the passport through each station to show comprehension.	1a.4. SQAD passport, teacher observations, grade level common assessments
			1a.5. Students do not see ways to apply learned lessons to situations	1a.5. Host a school-wide Math & Science Night.	1a.5. Principal, Asst. Principal, Resource Teachers,	1a.5. Teachers monitor students during events.	1a.5. Teacher observations

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			outside the classroom.		Classroom Teachers, PTA		
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.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
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Students need to be taught how to solve problems using the Scientific Method.	2a.1. Conduct weekly science experiments to provide students practice with the Scientific Method and hands-on opportunities for learning.	2a.1. Science Specialist, Classroom Teachers	2a.1. Teacher will gradually decrease the amount of support and have students plan and conduct the labs in cooperative groups.	2a.1. Lesson plan monitoring, teacher observation, Lab Journals
Science Goal #2a: *Increase the number of students scoring at level 4 or 5 on FCAT Science*	2012 Current Level of Performance:* *In June 2012, 15% (16) of students scored a level 4 or 5 on FCAT Science.*	2013Expected Level of Performance:* *By June 2012, 30% (33) of students will score a level 4 or 5 on FCAT Science.*					
			2a.2. Students do not choose non-fiction material as often as fiction material.	2a.2. Increase the use of informational text and multimedia to build background knowledge and promote scientific thinking.	2a.2. Media Specialist, Resource Teachers, Classroom Teachers	2a.2. Students will be provided more non-fiction resources in both print and digital formats, and will be monitored for comprehension of these materials.	2a.2. SRS Systems, Weekly Readers, SRA Snapshots, Bookflix/Trueflix
			2a.3. Younger students can struggle to manage all the pieces of a lab in the classroom.	2a.3. Upper class students will support primary grade students and work with the younger students to conduct classroom experiments.	2a.3. Classroom Teachers	2a.3. Monitor primary students for comprehension of labs conducted.	2a.3. Lab Journals, Teacher observation
			2a.4. Content taught at the beginning of the year needs to be reviewed	2a.4. Provide students with a quick, hands-on snapshot of all science	2a.4. 5th grade Teachers, Enrichment	2a.4. Teachers will provide hands-on experiments to review previously taught	2a.4. SQAD passport, teacher observations, grade level common

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			in a quick but meaningful way later in the year.	skills as a review of learned material (SQAD).	Teacher, Resource Teachers	material. Students will complete the passport through each station to show comprehension.	assessments
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* *N/A*	2013Expected Level of Performance:* *N/A*					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Teacher Assessment System	All	School based staff that have attended county training	All instructional staff	Ongoing in staff meetings, team meetings, and individual teacher/administrator conferences	Teacher/Administrator conferences	Principal, Assistant Principal, Trained members of leadership team
Differentiated Instruction	All	PLC Leaders, Instructional leaders	K - 5 teachers	Professional Development Wednesdays, Weekly Team and PLC Meetings	Instructional Leaders meetings, Classroom Walk-throughs, Informal teacher assessments, Lesson Study	Administration, Leadership Team, Instructional Leaders
Formal use of Common Assessments	All	PLC Leaders, Instructional Leaders	K - 5 teachers	Professional Development Wednesdays, Weekly Team and PLC Meetings	Instructional Leaders meetings, Classroom Walk-throughs, Informal teacher assessments, Lesson Study	Administration, Leadership Team, Instructional Leaders
NGSSS and CC	All	District Level	All	Ongoing	Lesson plan reviews,	Principal, Assistant Principal,

				Teacher/Administrator conferences	CRT

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$ 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$ 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attend district level professional developments about the NGSSS and CC	District Level trainings	Title II (Substitutes)	$1,000.00
			Subtotal: $1,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$ 0.00
			Total: $1,000

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Students lack organization in their writing skills coming into 4th grade.	1a.1. Continue the use of the 45 Day Countdown to FCAT Writes program provided by Orange County.	1a.1. 4th grade Teachers	1a.1. Teacher score students writing using a defined rubric and conference with each student to maximize growth.	1a.1. Writing rubric, teacher observations
Writing Goal #1a: *Maintain our high rate of students scoring 3 or above, but raise the percentage of students scoring 4 or above.*	2012 Current Level of Performance:* *In June 2012, 84% (107) of students scored a 3 or above on FCAT Writing. 23% (30) of students scored a 4 or above on FCAT Writing.*	2013 Expected Level of Performance:* *By June 2013, 87% (111) of students will score a level 3 or above. The amount of students scoring a level 4 or above will increase to 30% (38)*					
			1a.2. The ideas that form the core of a program can be lost as teachers combine their own writing process into instruction.	1a.2. Teacher leaders will conduct refresher training to include Thinking Maps and Write from the Beginning.	1a.2. Teacher Leaders, Classroom Teachers, Resource Teachers, Write From the Beginning School Based Trainer	1a.2. Teacher leaders will monitor classroom teachers' use of the programs and provide support as needed.	1a.2. Lesson plan monitoring, scoring documents
			1a.3. Parents are not aware of the requirements and rubric of the FCAT Writes.	1a.3. Conduct a parent writing workshop for 4th grade parents.	1a.3. 4th grade Teachers, Resource Teachers	1a.3. Teachers can monitor parent comprehension through assignments discussed at home.	1a.3. Rubrics, homework assignments
			1a.4. Students need more opportunities for writing to understand its purpose outside of writing instruction.	1a.4. Encourage the use of cross-curricular journaling to provide writing practice.	1a.4. Classroom Teachers	1a.4. Teachers comment in student journals and monitor student writing in all content areas.	1a.4. Journals, teacher observation
			1a.5. Growth in writing can	1a.5. Student writing will be	1a.5. Principal, Assistant	1a.5. Teachers and admin. team	1a.5. Writing rubrics, growth

			be difficult to determine due to the wide variety of writing genres.	monitored on a quarterly basis through formal individual responses to prompts.	Principal, CRT, Classroom Teachers	review each prompt and document student growth.	sheets, Kid Talk forms
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	All	Teacher Leaders	K - 5 teachers	Early Release Wednesdays, team meetings	Team Meetings, Classroom Walk-throughs, Informal teacher assessments	Administration, Leadership Team, Instructional Leaders
New FCAT Writes rubric	4th	CRT, Vertical Writing committee	4th grade teachers, resource teachers	Early Release Wednesdays, team meetings	Team Meetings, Classroom Walk-throughs, Informal teacher assessments, monthly writing prompts	Principal, CRT, Vertical Writing committee chair

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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Attendance Goal(s)

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

<table>
<tr><th colspan="3">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="3">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="3">

1. Attendance

Attendance Goal #1:

We will work to maintain our overall high level of attendance by focusing on the parents of the students who are chronically absent and/or tardy.

</td>
<td>1.1.
The school social worker is only on campus one day every other week.</td>
<td>1.1.
Create a log for communication between the school and the social worker.</td>
<td>1.1.
Principal, Assistant Principal, Attendance Clerk, Social Worker</td>
<td>1.1.
Monitor communication log and daily attendance records.</td>
<td>1.1.
Daily Attendance Records, Communication Log</td>
</tr>
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<td>

2012 Current Attendance Rate:*

In the 2011-2012 school year, we had an average daily attendance of 95.64%, or an average absence rate of 43 students per day.

2012 Current Number of Students with Excessive Absences (10 or more)

In the 2011-2012 school year, there were 216 students with 10 or more absences.

2012 Current Number of Students with Excessive Tardies (10 or more)

In the 2010-2011 school year, there were 161 students with 10 or more tardies.

</td>
<td>

2013 Expected Attendance Rate:*

In the 2012-2013 school year, we expect to maintain our high rate of daily attendance.

2013 Expected Number of Students with Excessive Absences (10 or more)

In the 2012-2013 school year, we hope to decrease the number of students with excessive absences by 6%, down to 200 students.

2013 Expected Number of Students with Excessive Tardies (10 or more)

In the 2012-2013 school year, we hope to decrease the number of students with excessive tardies by 6%, down to 151 students.

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<tr><td colspan="3"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td colspan="3"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	0.00
			Subtotal: $0.00
			Total: $0.00

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *To maintain our low rate of issued suspensions*	2012 Total Number of In –School Suspensions *During the 2011-2012 school year, we had 0 in-school suspensions.* 2012 Total Number of Students Suspended In-School *During the 2011-2012 school year, we had 0 in-school suspensions.* 2012 Number of Out-of-School Suspensions *During the 2011-2012 school year, we had 2 out-of-school suspensions.* 2012 Total Number of Students Suspended Out- of- School *During the 2011-2012 school year, we had 2 students issued out-of-school suspensions.*	2013 Expected Number of In- School Suspensions *During the 2012-2013 school year, we expect 0 in-school suspensions.* 2013 Expected Number of Students Suspended In -School *During the 2012-2013 school year, we expect 0 in-school suspensions.* 2013 Expected Number of Out-of-School Suspensions *During the 2012-2013 school year, we expect 2 out-of-school suspensions.* 2013 Expected Number of Students Suspended Out- of-School *During the 2012-2013 school year, we expect 2 out-of-school suspensions.*	1.1. Students new to the school may not have the same standards for behavior that we expect at HCES.	1.1. Indoctrinate students into our school culture and establish high standards for behavior.	1.1. Whole School	1.1. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV system.	1.1. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
			1.2. Students new to the school may not have the same standards for behavior that we expect at HCES.	1.2. Train all students in the Oleweus bully prevention program.	1.2. Whole School	1.2. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV	1.2. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations

				system.	
		1.3. Students new to the school may not have the same standards for behavior that we expect at HCES.	1.3. Feature Character Education every morning during CCTV announcements and participate in the Words of Wisdom program.	1.3. Media Specialist, Guidance Counselor	1.3. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV system.	1.3. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
		1.4. Students new to the school may not have the same standards for behavior that we expect at HCES.	1.4. Conduct monthly celebrations to recognize outstanding citizenship demonstrated by both students and teachers.	1.4. Principal, Guidance Counselor, Classroom Teachers	1.4. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV system.	1.4. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
		1.5. Students new to the school may not have the same standards for behavior that we expect at HCES.	1.5. Conduct routine class meetings and special intervention meetings as needed.	1.5. Principal, Guidance Counselor, Classroom Teachers	1.5. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV system.	1.5. Classroom goal setting charts, Individual goal setting tools, Administrator reports, Teacher observations
		1.6. Students new to the school may not have the same standards for behavior that we expect at HCES.	1.6. Implement Learning for Life lessons.	1.6. Classroom Teachers, ADDitions Volunteers	1.6. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV system.	1.6. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
		1.7. Negative peer pressure can impact students' achievement.	1.7. Conduct Future Leader Lessons with 5th grade students.	1.7. 5th grade Teachers, Guidance Counselor	1.7. Explicit teaching of leadership traits, organization, motivational strategies, and self-discipline.	1.7. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
		1.8. Low-achieving students need extra support and encouragement from adults.	1.8. Implement mentoring program with level 1 4th and 5th grade students.	1.8. Leadership Team	1.8. Conference weekly with students to minimize obstacles preventing high achievement.	1.8. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: $0.00
			Total: $0.00

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*. *To prepare students for the next grade level in order to achieve academic success*		1.1. Academic performance is affected adversely by lack of motivation and low self-esteem.	1.1. Indoctrinate students into our school culture and establish high standards for behavior and academic achievement.	1.1. Whole School	1.1. Explicit teaching of Character Education curriculum in classroom and throughout the school using the closed circuit TV system.	1.1. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
	2012 Current Dropout Rate:* *None*					
	2013 Expected Dropout Rate:* *None*					
	2012 Current Graduation Rate:*					
	2013 Expected Graduation Rate:*					
	We retained 0% of our 4th and 5th graders. *We retained 1% (1)of our 3rd grade students.* *We retained 2% (3)of our 2nd grade students.* *We retained 1% (1) of our 1st grade students.* *We retained 2% (3) of our kindergarten students.*	*Our goal is to maintain these low numbers of retentions.*				
		1.2. Academic performance is affected adversely by lack of motivation and low self-esteem.	1.2. Implement mentoring program with level 1 4th and 5th grade students.	1.2. Leadership Team	1.2. Conference weekly with students to minimize obstacles preventing high achievement.	1.2. Classroom goal setting charts, individual goal setting tools, administrator reports, teacher observations
		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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Technology			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Other			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
			Total: $0.00

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

<table>
<tr>
<th colspan="2">Parent Involvement Goal(s)</th>
<th colspan="5">Problem-solving Process to Parent Involvement</th>
</tr>
<tr>
<th colspan="2">Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">

1. Parent Involvement

Parent Involvement Goal #1:
Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.
</td>
<td>1.1.
Parents may not know all the ways in which they can be a part of the school.</td>
<td>1.1.
Community outreach to involve parents in the school</td>
<td>1.1.
Principal, ADDitions Coordinators, Classroom Teachers</td>
<td>1.1.
Monitor ADDitions hours through county system</td>
<td>1.1.
volunteer.ocps.net</td>
</tr>
<tr>
<td rowspan="2">

To maintain the high level of parent involvement at our school
</td>
<td>

2012 Current level of Parent Involvement:*

In the 2011-2012 school year, we accrued over 8,000 hours of volunteer service.
</td>
<td>

2013 Expected level of Parent Involvement:*

In the 2012-2013 school year, we expect to maintain the same high level of parent involvement.
</td>
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</tr>
<tr>
<td>1.2.</td>
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<td>1.3.</td>
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</tr>
</table>

Parent Involvement Professional Development

<table>
<tr>
<th colspan="7">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.</th>
</tr>
<tr>
<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
</table>

Parent Involvement Budget

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Technology			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Other			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
			Total: $0.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *In June 2012, 15% (16) of students scored a level 4 or 5 on FCAT Science. By June 2013, the percentage of students demonstrating a high level of scientific skill will increase by 3%*	1.1. Students are not exposed to high level STEM concepts in real world situations.	1.1. Partner with Lockheed Martin to expose students to STEM career opportunities.	1.1. PIE Coordinator, ADDitions Coordinator, CRT, Classroom Teachers	1.1. Teachers monitor students during PIE interactions.	1.1. Teacher observations
	1.2. Students are not exposed to high level STEM concepts in real world situations.	1.2. Conduct in-school field trips with High Touch High Tech.	1.2. CRT, Classroom Teachers	1.2. Teachers monitor understanding during field trip presentations.	1.2. Activities conducted during the field trip
	1.3. Students are not exposed to high level STEM concepts in real world situations.	1.3. Participate in the Internet Science and Technology Fair (ISTF) conducted by UCF.	1.3. Instructional Support Teacher, Classroom Teachers	1.3. Teachers monitor students as they work through the project.	1.3. Finished online project
	1.4. Students are not exposed to high level STEM concepts in real world situations.	1.4. Host a school-wide Math & Science Night.	1.4. Administrators, Resource Teachers, Classroom Teachers, PTA	1.4. Teachers monitor students during events.	1.4. Teacher observations
	1.5. Students are not exposed to high level STEM concepts in real world situations.	1.5. Integrate STEM concepts and activities into the art, music, P.E, and technology classes.	1.5. Principal, Asst. Principal, Resource Teachers, Special Area Teachers	1.5. Teachers monitor students during events.	1.5. Activities conducted during special area time
	1.6. Students do not grasp higher level STEM concepts at a young age.	1.6. Meet as a vertical team to plan science and math instruction and age appropriate activities throughout all grades.	1.6. Principal, Asst. Principal, Resource Teachers, Classroom Teachers	1.6. Use of lab reports and activities.	1.6. Activities conducted during lab time
	1.7. Students do not grasp higher level STEM concepts at a young age.	1.7. Pair 4th grade students with 1st grade students for science lessons and experiments.	1.7. Resource Teachers, 1st & 4th grade Teachers	1.7. Use of lab reports and activities.	1.7. Activities conducted during shared lab time
	1.8. Content taught at the beginning of the year needs to be reviewed in a quick but meaningful way later in the year.	1.8. Provide students with a quick, hands-on snapshot of all science skills as a review of learned material (SQAD).	1.8. 5th grade Teachers, Enrichment Teacher, Resource Teachers	1.8. Teachers will provide hands-on experiments to review. Students will complete the passport through each station to show	1.8. SQAD passport, teacher observations, grade level common assessments

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

			comprehension.	

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 and Schedules (e.g. , Early Release) and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Technology			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Other			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
			Total: $0.00

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

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

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)

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

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal - Reading Independently by Age 9 Goal #1			1.1. Students enter 3rd grade not reading on grade level.	1.1. Screen students in K - 2 and provide reading interventions.	1.1. Classroom Teachers, Reading Resource Teacher, CRT, School Psychologist	1.1. Monitor students through RtI process.	1.1. 6 Minute Solution, HM reading tests, KidTalk forms
Additional Goal #1: *To demonstrate reading proficiency in 3rd grade by having students score a level 3 or above on FCAT Reading*	2012 Current Level :* *In June 2011, 87% (104) of students scored a level 3 or above on FCAT Reading.*	2013 Expected Level :* *By June 2012, 90% (108) students will score a level 3 or above on FCAT Reading.*					
			1.2 Literacy development can stall at home if parents are not involved in reading activities.	1.2 Host a Family Literacy Night in the spring and incorporate ways to read at home.	1.2 Principal, Assistant Principal, CRT, Reading Committee Resource Teachers, Classroom Teachers	1.2 Parent attendance	1.2 Attendance sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

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 - Increase College and Career Awareness Goal #1			1.1. There is limited time to implement Destination College school wide.	1.1. Develop a plan for implementation at each grade level.	1.1. Guidance Counselor, Principal, Assistant Principal, Classroom Teachers	1.1. Completion of student surveys at end of year.	1.1. Destination College first implementation requirements
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					

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

Increase awareness of College and Career Readiness in grades 3-5 by participating in Destination College.	0%.	100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 - Maintain High Fine Arts Enrollment Percentage Goal #1 Additional Goal #1: Maintain a high level of participation in Fine Arts opportunities.	2012 Current Level :* 100% of students participate in art and music classes during the school day, but only 80% participate in after school concerts.	2013 Expected Level :* Increase the amount of students participating in after school events to 85%.	1.1. There are not enough different opportunities available to students to promote Fine Arts awareness.	1.1. Provide a variety of art and music opportunities through afterschool programs and grade level concerts/events.	1.1. Principal, Assistant Principal, Music Teacher, Art Teacher	1.1. Enrollment and participation in after school programs and grade level concerts/activities.	1.1. Sign-in sheets, attendance sheets
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Technology			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Other			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
Subtotal: $0.00	Subtotal: $0.00	Subtotal: $0.00	Subtotal: $0.00
			Total: $0.00

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: $10,000
Mathematics Budget
Total: $1,000
Science Budget
Total: $1,000
Writing Budget
Total: $0.00
Attendance Budget
Total: $0.00
Suspension Budget
Total: $0.00
Dropout Prevention Budget
Total: $0.00
Parent Involvement Budget
Total: $0.00
Additional Goals
Total: $0.00
Grand Total: $12,000

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

<u>Differentiated Accountability</u>

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will meet monthly to discuss progress of the School Improvement Plan and the general activities of the school.

Describe the projected use of SAC funds.	Amount
Provide tutoring for Level 1 students	$4,000