

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Oak Ridge Elementary	District Name: Leon
Principal: Taka Mays	Superintendent: Jackie Pons
SAC Chair: Vincent Mokwenye	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Taka Mays	Elementary Education (Grades 1-6), and Educational Leadership (All Levels)	3	6	Taka Mays was an administrator at Gilchrist Elementary for 3 year prior to coming to Oak Ridge in July 2009. Gilchrist was and A school and made AYP each year that Mrs. Mays was there. Mrs. Mays served as the Principal in Transition at Oak Ridge during the 2009-2010 school year. Oak Ridge made a C grade during that school year. Oak Ridge improved to a B in 2010-2011, with Mrs. Mays as the Principal. During the 2011-2012 school year, Oak Ridge received a C grade, but showed an increase in the number of students making learning gains.
Assistant Principal	William Millard	Elementary Education (K-6), Educational Leadership (all levels), ESOL endorsed	2	2	Mr. Millard served as the Assistant Principal at Oak Ridge during the 2010-2011 school year. During that year, the grade increased from a C to a B. During the 2011-2012 school year, Oak Ridge received a C grade, but showed an increase in the number of students making learning gains.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Bill Booker	Early Childhood Education, Elementary Education, Reading Endorsement, Gifted Endorsement	9	9	Mr. Booker was reading coach at Oak Ridge during the 08-09 school year; the school received an A and made AYP. During the 11-12 school year, he worked with teachers to understand, utilize and analyze the FAIR data for use with their students, as well as how to utilize Lexile levels to select appropriate reading materials for their students. Additionally, Mr. Booker implemented the use of Aimsweb as a progress monitoring tool.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Work closely with Leon County Schools Personnel Department to interview applicants with the highest qualifications	Taka Mays, Principal William Millard, Assistant Principal	On-going
2. Highly qualified interns from the two local universities are carefully assessed and, if deemed high performing, they can be offered teaching positions	Taka Mays, Principal William Millard, Assistant Principal	On-going
3. Oak Ridge participates in our district's teacher transfer day, thus, allowing the school the opportunity to meet and screen applicants from across the district.	Taka Mays, Principal William Millard, Assistant Principal	June 2011
4. Oak Ridge retains its highly qualified teachers by offering continuous up-to-date professional development on research-based effective teaching methods and curriculum	Taka Mays, Principal William Millard, Assistant Principal	On-going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
40	7.5%	22.5%	32.5%	37.5%	37.5%	100%	5%	12.5%	17.5%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary Powell	Robin Black	Robin Black is a beginning teacher and Mrs. Powell is familiar with the grade level that she has been assigned.	Collegial conversations about progress monitoring, lesson plans, mentor observations, classroom management feedback
Mary Powell	Brittani Parramore	Brittani Parramore is a beginning teacher and Mrs. Powell is familiar with the grade level that she has been assigned.	Collegial conversations about progress monitoring, lesson plans, mentor observations, classroom management

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			feedback
Leola Ware	Darius Thomas	Darius Thomas is a beginning teacher and Mrs. Ware is familiar with the grade level that he has been assigned.	Collegial conversations about progress monitoring, lesson plans, mentor observations, classroom management feedback

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I dollars will be used to supplement programs at Oak Ridge. These will include parental involvement, professional development for all staff, and providing extra instruction to targeted students. School administrators will coordinate these efforts.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II These funds will be used for highly effective professional development for instructional staff. School administrators will coordinate the use of these dollars after surveying the staff.
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) These funds will be utilized to provide supplemental tutoring to targeted students. School administrators will coordinate the use of these funds.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. School administrators: Taka Mays, William Millard General Ed teachers: as needed ESE teachers: June Gwartney, Chaia Johnson, Mitzi Vaca, Pat Walker, Donna George Reading Coach: Bill Booker School Psychologist: Frazline Predestin School Social Worker: Susan Van Lueven Program Specialist: Denice Jones School Guidance Counselor: Caitlyn Viviano
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS Team focuses on developing and maintaining a problem-solving system in order to meet the needs of all students. During weekly meetings, the team will review student data and conference with teachers/parents in order to identify students who are at high risk academically and behaviorally. Based on identification of student needs, the team will identify strategies to assist these struggling learners. The effectiveness of these strategies will be evaluated after full implementation.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS team provided data and suggestions for interventions during the writing of the School Improvement Plan. The group will assist in evaluating the effectiveness of interventions outlined in the plan.
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. Baseline data on all students will be obtained during the first weeks of school. This data will include: FCAT simulation assessments, FAIR assessments, curriculum-based benchmark assessments and SuccessMaker data. Grade level teams will meet monthly to review student progress on weekly assessments in the areas of reading, math, writing, and science. Mid-year and end-of-year data will be collected using assessments similar to those given for baseline data collection.
Describe the plan to train staff on MTSS. Professional development will be provided during teachers' common planning time and small group sessions will be held throughout the year. Specific intervention strategies will be presented at faculty meetings as deemed necessary by the MTSS team.
Describe the plan to support MTSS. Weekly planning meetings will be held, teachers will be trained, Progress Monitoring meetings will be conducted.

Literacy Leadership Team (LLT)

August 2012

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based Literacy Leadership Team meets once monthly with a focus on problem-solving for remediation and enrichment activities in order to meet the needs of all students. During monthly meetings, the team will review student data from FAIR, progress monitoring, Success Maker, previous year's FCAT scores, and curriculum benchmark assessments. Based on identification of student needs, the team will identify strategies to assist all teachers in reaching the needs of their diverse learners. The effectiveness of these strategies will be evaluated after full implementation.
What will be the major initiatives of the LLT this year? The major initiative of the Literacy Leadership Team will be a focus on the use of Corrective Reading as an intervention for students reading below grade level. We are also emphasizing the use of the Accelerated Reader program to give students daily independent practice in reading on their grade level.

Public School Choice

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

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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**Elementary Title I Schools Only: Pre-School Transition*

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

Families of children with disabilities are supported during the transition process from PreK to kindergarten by beginning the dialogue regarding transition in the fall prior to the kindergarten placement. Parents of children with disabilities attend the PK to K transition Individual Education Plan (IEP) meeting. Teachers and parents discuss with the child that he/she will be attending a new school or new classroom. For some children several hours per week are spent orienting the child to the receiving K school/classroom through visitation.

Families of children enrolled in the School Readiness/Voluntary Pre-Kindergarten Program are prepared for the transition in the spring prior to the kindergarten placement by ongoing dialogue with the teacher and other appropriate personnel. PK teachers work collaboratively with kindergarten teachers to facilitate classroom visitation for rising PK students.

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

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

N/A

**High Schools Only*

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

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

N/A

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

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Student independent practice in reading	1.3. Teachers will focus on an increase in Accelerated Reader participation	1.3. Administrators, reading coach	1.3. Review monthly AR report to determine if students are progressing in accuracy and number of books read.	1.3. AR monthly report
<u>Reading Goal #1A:</u> <i>During the 2011-2012 school year, 26% of students in grades 3-5 scored a level 3 on the FCAT Reading test. The goal for the 2012-2013 school year is to increase the percentage of students making level 3 to 43%.</i>	<u>2012 Current Level of Performance:*</u> 26% (63)	<u>2013 Expected Level of Performance:*</u> 43%					
			1A.2. Students not reading on grade level materials	1A.2. Use of Common Core Standards "Text Exemplars" for all grade levels	1A.2. classroom teachers, reading coach, administrators	1A.2. Progress Monitoring Meetings	1A.2. Progress Monitoring Data
			1A.3. Teacher knowledge of implementing rubrics with students	1A.3. Book Study : Designing & Teaching Learning Goals & Objectives by Robert Marzano	1A.3. Principal and Assistant Principal	1A.3. Classroom Observations	1A.3. I-Observation
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Students not reading on grade level materials	1B.1. Use of Common Core Standards "Text Exemplars" for all grade levels	1B.1. classroom teachers, reading coach, administrators	1B.1. Progress Monitoring Meetings	1B.1. Progress Monitoring Data
<u>Reading Goal #1B:</u> <i>The percentage of identified students proficient in reading will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: <i>During the 2011-2012 school year, 12% of students in grades 3-5 scored at or above a level 4 on the FCAT Reading test. The goal for the 2012-2013 school year is to increase the percentage of students making a level 4 or above to 20%.</i>	2012 Current Level of Performance:* 12%	2013 Expected Level of Performance:* 20%	Utilizing instructional technology in reading instruction	Teachers will utilize Success Maker, Lexia and Imagine It! Website materials	Reading coach, administrators	Review Success Maker & Lexia reports, observe teachers utilizing technology in reading instruction	Success Maker, Lexia, classroom walk-throughs
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <i>The percentage of identified students proficient in reading will maintain or increase by at least 1% as evidenced by performance on the FAA</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	Students not reading on grade level materials	Use of Common Core Standards "Text Exemplars" for all grade levels	classroom teachers, reading coach, administrators	Progress Monitoring Meetings	Progress Monitoring Data
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.				
Reading Goal #3A: <i>During the 2011-2012 school year, 61% of students in grades 4 and 5 made learning gains on the FCAT Reading test. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 69%.</i>	<u>2012 Current Level of Performance:*</u> 61%	<u>2013 Expected Level of Performance:*</u> 69%	Implementing RtI Strategies	Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	Administrators, reading coach	Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	Benchmark assessments, weekly unit tests, FAIR data				
	3.2	3A.2						3A.2	3A.2	3A.2.	3A.2.
		3A.3.						3A.3.	3A.3.	3A.3.	3A.3.
			Teacher training with intervention materials	Teachers will receive training on SRA corrective reading materials and will work with the Reading Coach on implementing new intervention materials.	Administrators, reading coach	Monthly progress monitoring meetings	Benchmark checklists, unit tests				
			Utilizing instructional technology in reading instruction	Teachers will utilize Success Maker, Lexia and Imagine It! Website materials	Reading coach, administrators	Review Success Maker & Lexia reports, observe teachers utilizing technology in reading instruction	Success Maker, Lexia, classroom walk-throughs				
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.				
Reading Goal #3B: <i>The percentage of identified students proficient in reading will maintain or increase by at least 1% as evidenced by performance on the FAA</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	Implementing RtI Strategies	Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	Administrators, reading coach	Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	Benchmark assessments, weekly unit tests, FAIR data				
		3B.2.						3B.2.	3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: <i>During the 2011-12 school year, 80% of students in grades 4 and 5 in the lowest 25% made learning gains on the FCAT Reading test. The goal for the 2011-12 school year is to increase the percentage of students in the lowest 25% making learning gains to 81%.</i>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>80%</td> <td>81%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	80%	81%	4A.1. Teacher training with interventions	4A.1. Targeted students will receive accelerated program intervention in reading including Kid Biz and Lexia programs.	4A.1. Administrators, reading coach	4A.1. Imagine It and SRA Corrective Reading weekly unit assessments will be monitored by teachers and administrators during monthly team meetings	4A.1. Weekly assessments provided by the research-based reading curriculum
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	80%	81%								
	4A.2. Student Fluency	4A.2. Targeted students will receive daily fluency practice and will be assessed weekly to identify needed interventions	4A.2. Administrators, reading coach	4A. 2. Teachers will review individual student progress weekly	4A.2. FAIR data and weekly fluency checks					
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.				

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>56%</u>		Expected 59% Actual 38%	63%	67%	71%	74%	78%
<u>Reading Goal #5A:</u> <i>Based on the baseline data from the 2011-2012 school year, Oak Ridge is expected to have at least 63% of its students proficient in Reading during the 2012-2013 school year.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: N/A Black: Parental Involvement Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups, and We Give Books program.	5B.1. Principal, Parent Liaison, Reading Coach	5B.1. Administrators will review attendance and effectiveness of these initiatives	5B.1. Sign-in sheets, parent surveys	
<u>Reading Goal #5B:</u> <i>During the 2011-2012 school year, 64% of students in the "black" subgroup made learning gains on the FCAT Reading test. The goal for the 2012-2013 school year is to increase the percentage of students in the "black" subgroup making learning gains to 67%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i> White: N/A Black: 64% Hispanic: N/A Asian: N/A American Indian: N/A	<i>Enter numerical data for expected level of performance in this box.</i> White: N/A Black: 67% Hispanic: N/A Asian: N/A American Indian: N/A						
			5B.2. Scheduling & Planning Time	5B.2. Teachers will have a shared planning time with their grade level teams. They will meet weekly to discuss instruction and curriculum planning. Teachers will meet monthly with administration for progress monitoring.	5B.2. Administrators, Reading coach	5B.2. Review FAIR data, benchmark assessments associated with reading curriculum, and Success Maker data reports at monthly progress monitoring meetings of teachers, reading coach and administrators	5B.2. Weekly reading assessments, FAIR report, Success Maker reports, benchmark assessments	

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		5B.3. Teacher training with interventions	5B.3. Targeted students will receive accelerated program intervention in reading including Corrective Reading, Success Maker, Imagine It and Lexia programs.	5A.3. Administrators, reading coach	5A.3. Imagine It and SRA Corrective Reading weekly unit assessments will be monitored by teachers and administrators during monthly team meetings	5A.3. Weekly assessments provided by the research-based reading curriculum
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Teachers not certified in ESOL	5C.1. Provide opportunities for teachers to become ESOL endorsed	5C.1. Administrators, ESOL coordinator	5C.1. Monitoring the number of teachers certified in ESOL	5C.1. District Data
Reading Goal #5C: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance of the CELLA.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: <i>N/A</i>	2012 Current Level of Performance:* <i>N/A</i>	2013 Expected Level of Performance:* <i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1	5E.1.
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Parent Involvement	We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups, and We Give Books program.	Principal, Parent Liaison, Reading Coach	Administrators will review attendance and effectiveness of these initiatives	Sign-in sheets, parent surveys
<i>During the 2011-12 school year, 62% of students in the "economically disadvantaged" subgroup made learning gains on the FCAT Reading test. The goal for the 2012-13 school year is to increase the percentage of students in the "economically disadvantaged" subgroup making learning gains to 65%.</i>	62%	65%					
		5E.2.					
		Scheduling & Planning Time	Teachers will have a shared planning time with their grade level teams. They will meet weekly to discuss instruction and curriculum planning. Teachers will meet monthly with administration for progress monitoring.	Administrators, Reading coach	Review FAIR data, benchmark assessments associated with reading curriculum, and Success Maker data reports at monthly progress monitoring meetings of teachers, reading coach and administrators	Weekly reading assessments, FAIR report, Success Maker reports, benchmark assessments	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
		Teacher training with interventions	Targeted students will receive program intervention in reading including Corrective Reading and Lexia programs.	Administrators, reading coach	Imagine It and SRA Corrective Reading weekly unit assessments will be monitored by teachers and administrators during monthly team meetings	Weekly assessments provided by the research-based reading curriculum	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Imagine It!	K-5/Reading	Bill Booker	School-wide	Monthly faculty meetings, Teacher Planning days	Observation of teachers use of data during progress monitoring meetings	Administrators, reading coach

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Success Maker 5	K-5/Reading	Lee Allen/Howard Stuart	School-wide	Summer training, Teacher Planning days, ongoing meetings with Santos	Classroom walk-throughs focused on the use of classroom technology	Administrators, reading coach
Accelerated Reader	K-5/Reading	Verona Satchell	School-wide	September	AR reports	Media Specialist, Administrators
Corrective Reading	3-5/Reading	Bill Booker	3-5	Monthly faculty meetings, Teacher Planning days	Observation of teachers use of data during progress monitoring meetings	Administrators, reading coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Materials for K-5 classes	Class sets of Imagine It curriculum materials, supplemental materials	Instructional materials allocation	\$ 12,500
Increased rigorous independent reading	Purchase classroom chapter books and informational texts	Title 1 Funds	\$ 4,500
			Subtotal:17,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano's Arts and Sciences of Teaching Implementation	Book Study on the implementation of Learning Goals and Rubrics	Title II Funds	\$1,500
			Subtotal:\$1,500
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 18,500

End of Reading Goals

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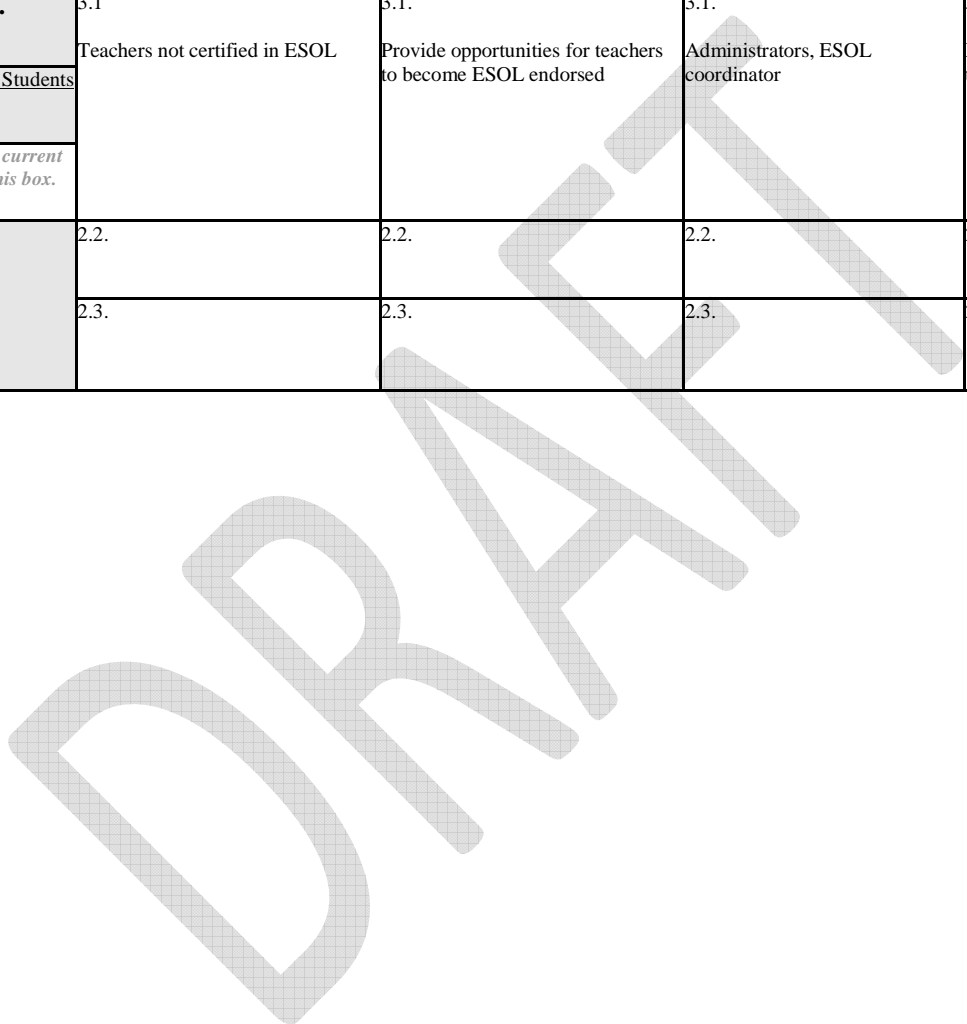
Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance of the CELLA.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1	1.1.	1.1.	1.1.	1.1.
	Enter numerical data for current level of performance in this box.	Teachers not certified in ESOL	Provide opportunities for teachers to become ESOL endorsed	Administrators, ESOL coordinator	Monitoring the number of teachers certified in ESOL	District Data
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance of the CELLA.</i>	2012 Current Percent of Students Proficient in Reading:	2.1	2.1.	2.1.	2.1.	2.1.
	Enter numerical data for current level of performance in this box.	Teachers not certified in ESOL	Provide opportunities for teachers to become ESOL endorsed	Administrators, ESOL coordinator	Monitoring the number of teachers certified in ESOL	District Data
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1 Teachers not certified in ESOL	3.1. Provide opportunities for teachers to become ESOL endorsed	3.1. Administrators, ESOL coordinator	3.1. Monitoring the number of teachers certified in ESOL	3.1. District Data
CELLA Goal #3: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance of the CELLA.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



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CELLA Budget (Insert rows as needed)

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

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>During the 2011-12 school year, 32% of students in grades 3-5 scored a level 3 on the FCAT Math test. The goal for the 2012-13 school year is to increase the percentage of students making a level 3 to 50%.</i>	2012 Current Level of Performance:* 32% (78)	2013 Expected Level of Performance:* 50%	Teacher knowledge of implementing rubrics with students	Teacher training & Book Study: <u>The Art and Science of Teaching</u> by Robert Marzano	Principal and Assistant Principal	Classroom Observations	I-Observation
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			Teacher knowledge of Curricular Interventions	Staff training and follow-up with Go Math trainer	Administrators	Classroom walkthroughs, progress monitoring data	I-observation
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			Scheduling & Planning Tim	Teachers will have a shared planning time with their grade level teams. They will meet weekly to discuss instruction and curriculum planning. Teachers will meet monthly with administration for progress monitoring.	Administrators, Math Advocate	Review Go Math data, benchmark assessments associated with math curriculum, and SuccessMaker data reports at monthly progress monitoring meetings of teachers, and administrators	Weekly math assessments, Success Maker reports, benchmark assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>The percentage of identified students proficient in math will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	Implementing RtI Strategies	Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	Administrators, reading coach	Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	Benchmark assessments, weekly unit tests, FAIR data
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teacher knowledge of implementing rubrics with students	2A.1. Teacher training & Book Study: <i>The Art and Science of Teaching</i> by Robert Marzano	2A.1. Principal and Assistant Principal	2A.1. Classroom Observations	2A.1. I-Observation
<u>Mathematics Goal #2A:</u> <i>During the 2012-2013 school year, 15% of students in grades 3-5 scored a level 4 or 5 on the FCAT Math test. The goal for the 2012-2013 school year is to increase the percentage of students making a level 4 or 5 to 26%.</i>	<u>2012 Current Level of Performance:*</u> 15% (36)	<u>2013 Expected Level of Performance:*</u> 26%	2A.2. Teacher knowledge of Curricular Interventions	2A.2. Staff training and follow-up with Go Math trainer	2A.2. Administrators	2A.2. Classroom walkthroughs, progress monitoring data	2A.2. I-observation
			2A.3. Scheduling & Planning Time	2A.3. Teachers will have a shared planning time with their grade level teams. They will meet weekly to discuss instruction and curriculum planning. Teachers will meet monthly with administration for progress monitoring.	2A.3. Administrators, Math Advocate	2A.3. Review Go Math data, benchmark assessments associated with math curriculum, and SuccessMaker data reports at monthly progress monitoring meetings of teachers, and administrators	2A.3. Weekly math assessments, SuccessMaker reports, benchmark assessments
			2B.1. Implementing RtI Strategies	2B.1. Teachers will receive training in the RtI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	2B.1. Administrators, reading coach	2B.1. Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	2B.1. Benchmark assessments, weekly unit tests, FAIR data
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
<u>Mathematics Goal #2B:</u> <i>The percentage of identified students proficient in math will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
Mathematics Goal #3A: <i>During the 2011-12 school year, 70% of students in grades 4 and 5 made learning gains on the FCAT Math test. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 71%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teacher knowledge of implementing rubrics with students	Teacher training & Book Study: The Art and Science of Teaching by Robert Marzano	Principal and Assistant Principal	Classroom Observations	I-Observation	
	70%	71%						
			3A.2.	Implementing RtI Strategies	Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	Administrators, reading coach	Progress of targeted students will be monitored weekly using unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	Benchmark assessments, weekly unit tests, FAIR data
			3A.3.	Teacher training with intervention materials	Teachers will receive training on Go Math materials and will work with the Math Advocate on implementing new intervention materials.	Administrators, Math Advocate	Monthly progress monitoring meetings	Benchmark checklists, unit tests
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: <i>The percentage of identified students proficient in math will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Implementing RtI Strategies	Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	Administrators, reading coach	Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	Benchmark assessments, weekly unit tests, FAIR data	
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			3B.2.					

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	
			Teacher training with interventions	Targeted students will receive intervention in math through Go Math curriculum	Administrators, math advocate	Go Math weekly unit assessments will be monitored by teachers and administrators during monthly team meetings	
Mathematics Goal #4: <i>During the 2011-12 school year, 71% of students in grades 4 and 5 in the lowest 25% made learning gains on the FCAT Math test. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 74%.</i>	<u>2012 Current Level of Performance:*</u> 71%	<u>2013 Expected Level of Performance:*</u> 74%	4A.1.	4A.1.	4A.1.	4A.1.	
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Based on the baseline data from the 2011-2012 school year, Oak Ridge is expected to have at least 76% of its students proficient in Reading during the 2012-2013 school year.</i>	Baseline data 2010-2011 <p style="text-align: center;"><u>71%</u></p>	<p style="text-align: center;">Expected 73%</p> <p style="text-align: center;">Actual 47%</p>	76%	79%	81%	84%	86%	
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>During the 2011-2012 school year, 53% of students in the "black" subgroup made learning gains on the FCAT Math test. The goal for the 2011-12 school year is to increase the percentage of students in the "black" subgroup making learning gains to 58%.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: N/A Black:53% Hispanic: N/A Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: N/A Black:58% Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. White: N/A Black: Parental Involvement Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups, and Math Festival.	5B.1. Principal, Parent Liaison, Math Advocate	5B.1. Administrators will review attendance and effectiveness of these initiatives	5B.1. Sign-in sheets, parent surveys	
			5A.2 Scheduling & Planning Time	5A.2 Teachers will have a shared planning time with their grade level teams. They will meet weekly to discuss instruction and curriculum planning. Teachers will meet monthly with administration for progress monitoring.	5A.2 Administrators, Math Advocate	5A.2 Review Go Math data, benchmark assessments associated with math curriculum, and SuccessMaker data reports at monthly progress monitoring meetings of teachers, and administrators	5A.2 Weekly math assessments, SuccessMaker reports, benchmark assessments	

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		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 Teachers not certified in ESOL	5C.1. Provide opportunities for teachers to become ESOL endorsed	5C.1. Administrators, ESOL coordinator	5C.1. Monitoring the number of teachers certified in ESOL	5C.1. District Data
Mathematics Goal #5C: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance of the CELLA.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A
Mathematics Goal #5D: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: <i>During the 2011-2012 school year, 53% of students in the "economically disadvantaged" subgroup made learning gains on the FCAT Math test. The goal for the 2012-13 school year is to increase the percentage of students in the "economically disadvantaged" subgroup making learning gains to 58%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Parent Involvement	We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups, and Math Festival.	Principal, Parent Liaison, Math Advocate	Administrators will review attendance and effectiveness of these initiatives	Sign-in sheets, parent surveys
	53%	58%					
			5E.2.	Scheduling & Planning Time	Teachers will have a shared planning time with their grade level teams. They will meet weekly to discuss instruction and curriculum planning. Teachers will meet monthly with administration for progress monitoring.	Administrators, Math Advocate	Review Go Math data, benchmark assessments associated with math curriculum, and SuccessMaker data reports at monthly progress monitoring meetings of teachers, and administrators
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals N/A

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

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

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

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

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

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

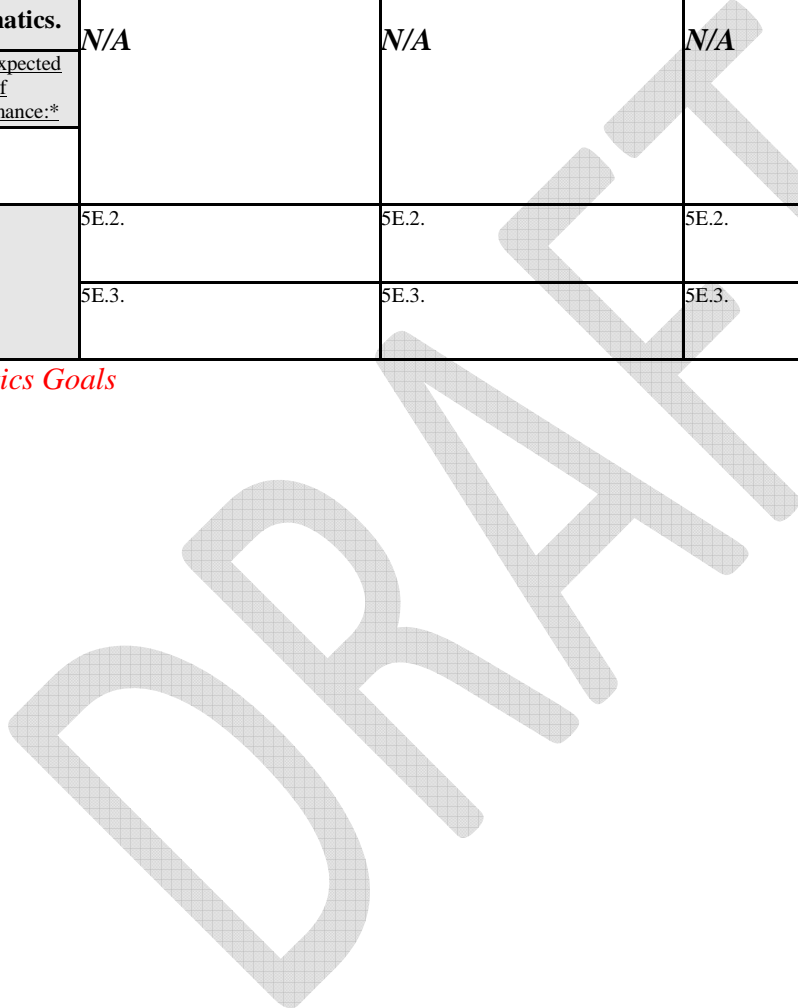
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
<u>Mathematics Goal</u> #5C: N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A
<u>Mathematics Goal</u> #5D: N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A
<u>Mathematics Goal</u> #5E: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals



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Florida Alternate Assessment High School Mathematics Goals

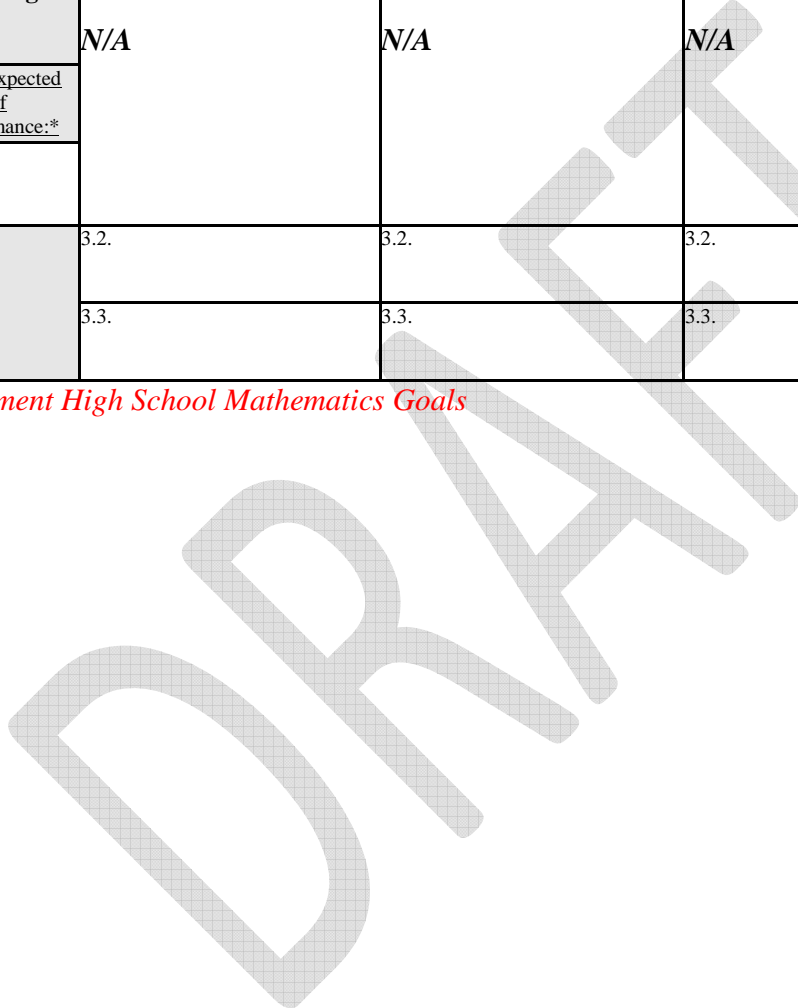
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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

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

End of Florida Alternate Assessment High School Mathematics Goals



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

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

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Initial Training	K-5	District	New Teachers	Summer 2012	Progress Monitoring Meetings	Administrators. Math Coach
Math Support Meetings	K-5	Andrea Goddard	School-wide	Monthly	Monitoring NGSS at P.M. meetings	Administrators
Go Math Intervention Trainings	K-5		School-Wide	August 2012	Progress Monitoring Meetings	Administrators. Math Coach

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Improve math proficiency	Go Math Curriculum Materials (K-5)	Instructional Materials Allocation	\$2,300
			Subtotal: \$2,300
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Evaluation Training	Book Study on the implementation of Marzano's Arts and Sciences of Teaching	Title II Funds	\$1,500
			Subtotal: \$1,500
Other			
Strategy	Description of Resources	Funding Source	Amount

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Revised April 29, 2011

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			Subtotal:
			Total: \$3,800

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Student prior knowledge	1A.1. Teachers in grades K-4 will implement daily science lessons. Teachers in grade 5 will use leveled readers to meet the needs of all learners.	1A.1. Teachers, Science Advocate, Administrators	1A.1. Teachers will review student mastery of science benchmarks monthly and report to administrators at progress monitoring meetings	1A.1. Benchmark checklists
Science Goal #1A: <i>During the 2011-12 school year, 16% of students in grade 5 scored a level 3 on the FCAT Science test. The goal for the 2012-13 school year is to increase the percentage of students making a level 3 to 25%.</i>	2012 Current Level of Performance:* 16%	2013 Expected Level of Performance:* 25%	1A.2. Teacher Background Knowledge in the area of Science	1A.2. Administrators will work with science teachers to plan lessons and increase teacher knowledge of the subject matter	1A.2. Administrators, Classroom teachers	1A.2. Progress Monitoring meetings	1A.2. Student Data
			1A.3. Teacher Understanding of NGSSS in science that will be tested for the first time on the 2012 FCAT	1A.3. New curricular materials and training for 4 th & 5 th grade aligned to NGSSS	1A.3. Administrators, Classroom teachers	1A.3. Progress monitoring meetings	1A.3. teacher feedback, classroom walk-throughs
			1B.1. Implementing RtI Strategies	1B.1. Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	1B.1. Administrators, reading coach	1B.1. Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.	1B.1. Benchmark assessments, weekly unit tests, FAIR data
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.							
Science Goal #1B: <i>The percentage of identified students proficient in science will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: <i>During the 2011-12 school year, 4% of students in grade 5 scored a level 4 or 5 on the FCAT Science test. The goal for the 2012-13 school year is to increase the percentage of students making a level 4 or 5 to 13%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teacher knowledge of implementing rubrics with students	Teacher training & Book Study: The Art and Science of Teaching by Robert Marzano	Principal and Assistant Principal	Classroom Observations	I-Observation
	4%	13%	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Teacher Background Knowledge in the area of Science	Administrators will work with science teachers to plan lessons and increase teacher knowledge of the subject matter	Administrators, Classroom teachers	Progress Monitoring meetings	Student Data
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
			Teacher Understanding of NGSSS in science that will be tested for the first time on the 2012 FCAT	New curricular materials and training for 4 th & 5 th grade aligned to NGSSS	Administrators, Classroom teachers	Progress monitoring meetings	teacher feedback, classroom walk-throughs
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: <i>The percentage of identified students proficient in science will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Implementing RtI Strategies	Teachers will receive training in the RTI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	Administrators, reading coach	Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RTI strategies that they are using with tier 2 and tier 3 students.	Benchmark assessments, weekly unit tests, FAIR data
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates (e.g. , Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	frequency of meetings)		
Envision Science Training	4-5	Anicia Robinson	4-5 teachers	Summer, ongoing learning communities	Progress Monitoring	administrators
Gizmos	K-5	Elsie Rivard	K-5 teachers	Ongoing	Progress Monitoring	administrators

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
Improve science knowledge	Envision Science Materials	Instructional Materials Allocation	\$1,000
			Subtotal: \$,1000
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
Increase science proficiency	Mag Lab Outreach	N/A	Free
Increase science proficiency	High Touch High Tech Outreach	N/A	Free
			Subtotal:
			Total: \$1,000

End of Science Goals

Writing Goals

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

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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. Teacher knowledge of implementing rubrics with students	1A.1. Teacher training & Book Study: <i>The Art and Science of Teaching</i> by Robert Marzano	1A.1. Principal and Assistant Principal	1A.1. Classroom Observations	1A.1. I-Observation
Writing Goal #1A: <i>During the 2011-12 school year, 86% of students in grade 4 scored a level 3 or higher on the FCAT Writing test. The goal for the 2012-13 school year is to maintain the percentage of students making a level 3 or higher at 100%.</i>	2012 Current Level of Performance:* 86%	2013 Expected Level of Performance:* 100%	1A.3. Parent Involvement	1A.3. We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups, and Math Festival.	1A.3. Principal, Parent Liaison, Math Advocate	1A.3. Administrators will review attendance and effectiveness of these initiatives	1A.3. Sign-in sheets, parent surveys
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
				1B.1. Implementing RtI Strategies	1B.1. Teachers will receive training in the RtI process at Faculty Meetings, progress monitoring meeting and on an as needed basis.	1B.1. Administrators, reading coach	1B.1. Progress of targeted students will be monitored weekly using fluency checks and reading unit tests. Teachers will report to administration monthly regarding the RtI strategies that they are using with tier 2 and tier 3 students.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
Writing Goal #1B: <i>The percentage of identified students proficient in writing will maintain or increase by at least 1% as evidenced by performance on the FAA.</i>			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Focus Training	3 & 4 th grade	Liz Greenberg	3 & 4 th Grade teachers	Ongoing	Progress Monitoring Meetings	administrators

Writing Budget (Insert rows as needed)

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

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1	1.1	1.1	1.1	1.1
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Parent Involvement	We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups	Principal, Parent Liaison	Administrators will review attendance and effectiveness of these initiatives	Sign-in sheets, parent surveys
During the 2011-12 school year , Oak Ridge had an attendance rate of 95.57%. The goal for the 2011-12 school year is to increase the attendance rate to 98%.	95.57%	98%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
During the 2011-12 school year, Oak Ridge had 173 students with excessive absences. The goal for the 2011-12 school year is to reduce this number to 150.	173	150					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
During the 2011-12 school year, 187students had excessive tardies. The goal for the 2011-2012 school year is to reduce the number of students to150.	187	150	1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of Knowledge regarding compulsory school attendance	Faculty meeting trainings/RtI team follow-up	Administrators, RtI team	RtI team will review cases of chronic student absenteeism and guide teachers through steps in completing CSAP documents.	Student attendance reports
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CSAP Training	K-5	Millard	All teachers	Ongoing	Progress Monitoring Data	administrators

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1	1.1	1.1	1.1	1.1
<p>Suspension Goal #1:</p> <p>During the 2011-12 school year, Oak Ridge had 0 students receive in school suspensions. This was because we had no certified teacher to staff ISS. The goal for the 2012-13 school year is to have 50 or fewer ISS incidents.</p> <p>During the 2010-11 school year, Oak Ridge had 46 students receive a total of 65 out-of- school suspensions. The goal for the 2011-12 school year is to reduce the number of students receiving OSS to 15 and the number of In School Suspensions to 20.</p>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Parent Involvement	We will hold several parental involvement initiatives on campus including FCAT Parent Night, Report Card Pick-ups	Principal, Parent Liaison	Administrators will review attendance and effectiveness of these initiatives	Sign-in sheets, parent surveys
	0	50					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	25					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
65	20						
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School						
46	15						
			1.2.	1.2.	1.2.	1.2.	1.2.
			Students repeatedly requiring suspension	Use of FOCUS center	administrators & FOCUS teacher	Student Suspension Data	Educator’s Handbook
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Meetings	K-5	Caityln Viviano & Angela Smith	Grade Level Representatives (K-5)	Monthly	Meeting minutes	Guidance Counselor, Administrator

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Decrease the number of OSS	Highly Qualified Teacher for In-school Suspension	Title 1	\$57,000
			Subtotal:
			Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

This plan has been submitted to DOE:

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

ASSURANCES

Oak Ridge Elementary School agrees to:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(a)(2)];
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy [Section 1118(a)(E)];
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

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- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section (h)(2)(6)(A)].

Parental Involvement Mission Statement (Optional)

Oak Ridge Elementary School believes that having parents as partners significantly increases children's chances of academic and social success. To strengthen this partnership among all of our stakeholders, we will offer formal and informal opportunities for parents and teachers to communicate, improve participation in parenting workshops, and improve parent participation in curricular activities with their children.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Oak Ridge will involve parents in an organized, ongoing, and timely manner in the planning review and improvement of Title I programs. This should include the planning, review, and improvement of the school parent involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2). The SAC will meet monthly to plan, review and provide input into the school's Parent Involvement Policy/Plan and parent activities and School Improvement Plan. The SAC will approve the Parental Involvement Budget and the School Improvement Budget, and will review the school standardized test information, and SPAR Report. Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences. Feedback will be used to develop the next year's School Improvement Plan and Title I Plan.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

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Program	Coordination
Orientation	Parental Involvement Committee, School Advisory Council, Administrators, and the PTO will work together to coordinate these programs/efforts.
Open House	Teachers, Staff, Administrators, and the PTO will work together to inform parents and solicit their involvement in school activities and their children's education.
School Intervention Team Meetings	The guidance counselor, administrators, teachers, and other school staff will meet regularly to determine the best way to meet the needs of children who are referred.
National Network of Partnership Schools	Administrators and the parent liaison will complete the annual progress report and use the Joyce Epstein model of parental involvement.
PTO Meetings	General and Board meetings will be held regularly and led by the PTO president or his/her designee. Administrators and teachers from each grade level team will attend.
SAC Meetings	Meetings will be held regularly to assist the principal with the annual school budget, and assist in the preparation and evaluation of the results of the school improvement plan. The council includes administrators, teachers, parents, community members, and other school staff.
Parent <i>Right to Know</i> Letter	This letter will be sent home at the beginning of the school year and will be posted on our parent information board, which is maintained by the parent liaison, periodically throughout the school year.
Florida PIRC Notification Letter	This letter will be posted on the parent information board, which is maintained by the parent liaison,

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	throughout the year.
Parent Liaison	The parent liaison leads the parental involvement committee, organizes parenting workshops and ensures timely and accurate communication to parents regarding school events and workshop opportunities to help their children learn.
Parent Resource room with computer access, telephone, coffee, and parenting information	This room is in our media center and is available to all parents.
Calendar of Activities	The principal provides a monthly calendar of school events to parents. A calendar of upcoming events is included on the front page of our monthly newsletter, and event dates and times are displayed on our school marquee and website.
Parent Workshops focused on Specific Academic Areas	Each School Improvement Team, with the support of the Parental Involvement Committee, hosts parent workshops focused on a specific academic area.
Monthly Newsletter	Each grade level team submits an article for our school newsletter. A designated person compiles the information and it is sent home to parents monthly.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Annual Title I Meeting	Principal	Aug. 2012: invitation to parents Sept. 2012: Meeting held	Sign-in Sheet

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

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4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Oak Ridge will offer a flexible number of meetings in the mornings or evenings and may use Title I funds to provide transportation, childcare, or home visits, and such services related to parent involvement. To that end, meetings will be advertised and posted on the school's marquee, homepage, ListServ, monthly calendar, and school newsletter in advance to encourage parent involvement. Monthly SAC meetings and PTO meetings, school dinners, programs, assemblies, and parent workshops are used to encourage parent involvement.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].

Content	Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
PTO Meetings	Meeting	Principal, PTO Board	Parents informed about grade level expectations	5 general meetings per year	Sign-in sheets, increased involvement
Parent Resource Room		Principal, Parent Liaison		Ongoing	Parent feedback
Parent Liaison	Ongoing Consultation	Parent Liaison		Ongoing	Parent feedback
Open House	Meeting	Principal		September 2012	Parent feedback
Report Card Pick Up	Resource Fair	Parental Involvement Committee		3 times per year (Fall, Winter, Spring)	Parent feedback

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Volunteer Opportunities	Classroom assistance, Carnival, Teacher Appreciation Week, etc.	Administrators, faculty, staff, & PTO	Improved relationship between parents and school have a positive effect on student achievement	Ongoing	Increased Parental Involvement
Parenting Counts	Workshop	Parental Involvement Committee	Parenting strategies that support academic success	March 2013: Send flyers April 2013: conduct series	Feedback from parents at follow-up workshops
FCAT Night	Workshop	School Improvement Plan Committees, Parental Involvement Committee	FCAT strategies used at home	October 2012	Student performance data
ITBS Night	Workshop	School Improvement Plan Committees, Parental Involvement Committee	ITBS strategies used at home	November 2012	Student performance data

6. Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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Content of the Session	Person Responsible	Timeline	Correlation to Student Achievement	Evidence of Effectiveness
National Network of Partnership Schools	Principal	Ongoing	Increased parental involvement leads to improved academic achievement	
PTO Meetings	Principal, PTO Board	5 general meetings per year	Parents teaching parents about how to support academic achievement	Improved student performance
Faculty Focus Groups	Principal	Pre-school week (Aug. 2012)	Effective communication positively impacts student achievement	Improved communication among teachers and parents

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

Activity	Specific steps	Person Responsible	Timeline	Evaluation
Parent Resource Room	Keep information current.	Principal/Parent Liaison	Ongoing	Parent feedback
Parenting Counts	Send flyer advertising	Parental Involvement	Send flyer: Mar. 2013	Sign-in sheets/parent feedback

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

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	classes. Buy snacks. Arrange childcare.	Committee	Conduct classes: Apr. 2013	
Parent Liaison	Act as a link between parents and teachers	Parent Liaison	Ongoing	Increased parental involvement (sign-in sheets)/parent feedback

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Oak Ridge will provide parents of participating children timely information about the Title I programs, a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at the annual Title I meeting at the beginning of the year. We will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. We will provide LCS promotion/retention requirements will be shared with parents during Open House, at least one parent-teacher conference will be held for students in grades K-5, during which assessment and grade level proficiency levels will be shared, student progress reports and report cards will be sent home regularly, at least three report card pick-up evenings will be held, as well as FCAT parent workshops. The Annual Title I Parent Survey will be used to improve and plan Parent Involvement activities for the following school year.

Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences. Feedback will be used to develop the next year's School Improvement Plan and Title I Plan.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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Oak Ridge will involve parents during regular School Advisory Council (SAC) meetings. The SAC will meet regularly to review, revise the Title I plan, and be involved in deciding how funds for parental involvement will be used. Specifically, we will convene an annual meeting at a time convenient for parents of participating children. All parents shall be invited and encouraged to attend. The school will provide information and explain the requirements of Title I and the rights of parents. We will also hold regular PTO meetings. We will distribute the *Parent Right to Know* and Parent Information Resource Center (PIRC) letters, and post them in the front office, and inform parents of their rights and Title I requirements via our monthly newsletter, ListServ, school website, marquee, flyers, and ITV. In the event parents need special accommodations, we will coordinate with FDLRS/ESE to ensure these needs are met.

Administrators or Team Leaders will facilitate meetings between bilingual teachers and LEP parents to make sure parents understand written information and are able to ask questions related to their children's academic progress and behavior, and school programs, functions and activities.

Discretionary School Level Parental Involvement Policy Components

Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]
- Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]
- Training parents to enhance the involvement of other parents [Section 1118(e)(9)]
- Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]
- Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]
- Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]

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10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Correlation to Student Achievement	Person Responsible	Timeline
Provide Literacy Training	Families Building Better Readers workshop	Reading proficiency will improve	Principal, Parental Involvement Committee	January 2013
Train parents to help other parents	Parents and Parent Liaison attend annual Family Involvement Conference	Parents who attend conference share strategies with other parents at PTO meeting	Principal, Parent Liaison	Conference is scheduled for Nov. 2012. Info to be shared at Jan. 2013 PTO meeting
Arrange school meetings at a variety of times	Events and workshops will be held during mornings, evenings, and on weekends	More parents will be able to get access to information related to helping their children learn	Parental Involvement Committee	Meetings and workshops scheduled throughout the year
Adopt and implement model approaches	TEAM provided training for administrators and teachers for increasing parental involvement	Increased parent participation leads to improved academic achievement	Principal, Parental Involvement Committee	Ongoing
Establishing a LEA-wide parent advisory	School level and parent representatives attend regular	Increased parent participation leads to improved academic	Principal, Parent Liaison and Parent designee	September 2012-May 2013

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council	district meetings and workshops	achievement		
Develop appropriate roles for community-based organizations	Businesses, agencies, and community-based organizations will be invited to be involved in our school as partners, SAC members, or Report Card Pick-up participants	Parents are aware of resources that support positive home environments and academic success	Principal, Parental Involvement Committee	Ongoing
Provide other reasonable support	As needed basis			

School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

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

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Enter narrative for the goal in this box. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>During the 2011-12 school year, 4% of students in grade 5 scored a level 4 or 5 on the FCAT Science test. The goal for the 2012-13 school year is to increase the percentage of students making a level 4 or 5 to 13%.</i></p>	1.1. Teacher knowledge of implementing rubrics with students	1.1. Teacher training & Book Study: <u>The Art and Science of Teaching</u> by Robert Marzano	1.1. Principal and Assistant Principal	1.1. Classroom Observations	1.1. I-Observation
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>In the 2011-12 school year, 31% of students in grade 2 scored at or above the 50th percentile in Reading on the Iowa Test of Basic Skills. The goal for the 2012-13 school year is to have at least 50% of second graders score at or above the 50th percentile in Reading.</i>	2012 Current Level :*	2013 Expected Level :*	Utilizing instructional technology in reading instruction	Teachers will utilize Kid Biz, Lexia and Imagine It! Website materials	Reading coach, administrators	Review Kid Biz & Lexia reports, observe teachers utilizing technology in reading instruction	Kid Biz ,Lexia, classroom walk-throughs
	31%	50%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Student independent practice in reading	Teachers will focus on an increase in Accelerated Reader participation	Administrators, reading coach	Review monthly AR report to determine if students are progressing in accuracy and number of books read.	AR monthly report
			1.3.	1.3.	1.3.	1.3.	1.3.
			Teacher knowledge of implementing rubrics with students	Teacher training & Book Study: <u>Designing and Implementing Learning Goals</u> by Robert Marzano	Principal and Assistant Principal	Classroom Observations	I-Observation

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$18,500
CELLA Budget	Total:
Mathematics Budget	Total: \$3,800
Science Budget	Total: \$1,000
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:\$57,000
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:\$ 1,800
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$82,100

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 100.42(16) and 1008.345, F.S. (School Improvement). The members of the School Advisory Council (SAC) assist with the writing, approval, and continuous monitoring and evaluation our School Improvement Plan. The SAC conducts regular meetings, reviews the school's budget as well as determines how we spend our School Improvement allocations. In the past, the funds were used to support our School Improvement objectives

Describe the projected use of SAC funds.	Amount
Purchase Core Curricular & Intervention material	TBD