

# 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: R.V. Daniels Elementary	District Name: Duval
Principal: LaShawn Blackshear	Superintendent: Ed Pratt-Dannals
SAC Chair: Mary Bishop	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	LaShawn Blackshear	Educational Leadership Elementary Education School Principal	3	4	<p><b><u>Whitehouse Elementary</u></b> 2009-2010: Grade A, Reading Proficiency: 79%, Math Proficiency: 80%, Science Mastery: 45%, AYP: Students with disabilities and black students did not make AYP.</p> <p><b><u>Susie E. Tolbert</u></b> 2010-11 Grade D (430) AYP 82% Reading Proficiency 65% Math Proficiency 58% Writing Proficiency 67% Science Proficiency 43% Gains Reading 58% Gains Math 54% Bottom Quartile Reading 41% Bottom Quartile Math 44%</p> <p><b><u>Susie E. Tolbert</u></b> 2011-2012 Grade C (461), AYP 95%, Reading Proficiency:63%, Math Proficiency, 62% Writing Proficiency, 60% Science Proficiency 23%: Reading Gains, 53% Math Gains, 72% Bottom Quartile Reading 42%, Bottom Quartile Math 74%</p>
Assistant Principal					

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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)
Instructional Coach	Christina Hamlin	Bachelor's of Science Degree in Elementary Education Master's Degree in Reading Instruction	1	0	Chaffee Trail Elementary 2007-2008 A Chaffee Trail Elementary 2008-2009 A Chaffee Trail Elementary 2009-2010 A Chaffee Trail Elementary 2010-2011 A Chaffee Trail Elementary 2011-2012 B  Average FCAT Score 2011-2012 3.0 Learning Gains 2011-2012 73% Lowest 25% Learning Gains 2011-2012

### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position	Principal and Leadership Team	As needed
2. Pre-planning training/Team Building	Administration/Coaches	August 13-17 2012 and ongoing
3. Certified mentors assigned to new hires	Professional Development Facilitator (PDF)	August 20, 2012

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4. Coaching Support	School-based/District Coaches	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/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
19	16% (3)	26% (5)	58% (11)	0% (0)	37% (7)	95% (18)	0%(0)	0%(0)	32% (6)

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
April Godbolt	Isaac Ovalle	Expertise in Reading Instruction	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources

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Susan Burns	Donovan Masline	Expertise in Reading/Science Instruction	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources

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### Additional Requirements

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

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal
- Assistant Principal
- Academic Coaches
- Guidance Counselor
- VE Resource/RtI Facilitator
- District Support
- General Ed. Teachers

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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 purpose of the MTSS/RTI leadership team is to plan for the implementation of the RTI process, set the school agenda for instructional periods, all assessment, RTI team meetings, ongoing staff professional training and development, and to review school-level data to make decisions about ongoing instruction effectiveness. The RTI Team also monitors the fidelity of the RTI process implementation to ensure the process is successfully implemented and maintained using the essential components needed for the integrity of the process.

The RtI Leadership Team meets every other month from 8:30-3:00 to engage in school-wide problem solving.

The RtI team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our responses?

The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-2013 school year, the RtI Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, VE Resource Teacher and/or content area teams) to provide classroom support for students.

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 Leadership Team/RtI Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team/RtI Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to make instructional decisions and make adjustments as data are analyzed.

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### 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:** Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Progress Monitoring Assessments (PMA's), Envision Placement Test/Math Diagnostic; Calendar/EDC Pre-test

**Midyear:** FAIR, DRA-2, EDC Winter Math Assessments, Envision Math Assessment

**End of year:** FAIR, District Progress Monitoring Assessments (PMA's), DRA-2, Envision End of Year Assessment, EDC Spring Assessment

**Ongoing Progress Monitoring:** PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), School-based Grade Level Progress Monitoring Forms for reading, math and science. Topic Assessments, EDC monthly assessment, Envision Topic Assessments, Quick Check Masters, daily review assessments, School-based Grade Level Progress Monitoring Forms for reading, math, and science.

**Frequency of data review:** Each grade level meets bi-weekly with members of the Leadership Team to review student performance data and plan for instruction based on that information.

Describe the plan to train staff on MTSS.

District support staff will provide Professional Development for the staff throughout the school year. Additional trainings will be conducted throughout the school year from the RtI Team as needed. Trainings will take place during the following times:

- Professional learning communities
- Classroom observations
- Collaborative planning

Describe the plan to support MTSS.

Our plan to support the MTSS team will be to make available District Professional Development and provide time for meetings and trainings.

## *Literacy Leadership Team (LLT)*

### School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Identify the school-based Literacy Leadership Team (LLT). <ul style="list-style-type: none"><li>● —Instructional Coach</li><li>● —Principal</li><li>● —1st grade teacher</li><li>● —2<sup>nd</sup> grade teacher</li><li>● Kindergarten teacher</li><li>● Guidance Resource teacher</li><li>● VE Resource teacher</li></ul>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <ul style="list-style-type: none"><li>● Serves as the leadership for grade level or group in making decisions about curriculum practices in reading and writing</li><li>● Facilitates professional development during monthly meetings to address student achievement and best practices based on student data</li><li>● Responsible for communicating ideas and concerns with administration</li></ul> Responsible for Read It Forward Jax Initiatives/Activities
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none"><li>● Common Core Implementation (K-2).</li><li>● Increase research-based vocabulary instruction.</li><li>● Increase opportunities for students to read more and practice close reading.</li><li>● Use of Technology/Ipads/Ipods to encourage/increase reading.</li><li>● Increase the number of books in classroom libraries with appropriate grade level text.</li><li>● Increase the number of classroom library and media center books.</li><li>● Develop and monitor the implementation of the SIP reading strategies.</li><li>● Ensure that the necessary Professional Development is being provided for teachers in unpacking the reading benchmarks and using data to drive instruction.</li><li>● Ensure that all students are meeting the One Million Word Campaign Standard.</li></ul>

### ***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.

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

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

### ***\*High Schools Only***

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

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

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

### ***Postsecondary Transition***

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

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1. Students lack of prerequisite skills in Reading.</p>	<p>1A.1. Full implementation of the RTI process  Implementation of Tier 2 strategies with targeted student groups  Professional Development for teachers specifically in strategies designed to remediate reading skills  Provide supplemental tools for the delivery of remedial instruction</p>	<p>1A.1. Teachers, Instructional Coach, Principal, RtI Team</p>	<p>1A.1. We will have the agendas and notes from RTI and Professional Development training sessions  The acquisition of supplemental materials will be documented by purchase orders and statements of donations</p>	<p>1A.1. Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments (PMA) and through the restructuring of RTI groups based on the PMA results.  The effectiveness of supplemental instructional tools will be noted in the increase of PMA scores.</p>		
<p><b>Reading Goal #1A:</b>  We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results. In grades 3<sup>rd</sup> – 5<sup>th</sup>, 20% (67) of the students achieved Level 3 on the 2012 FCAT Reading Assessment.  On the 2013 FCAT Reading Assessment 30% (99) of the students will score a Level 3.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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	<b>20% (67)</b>	<b>30% (99)</b>					
		1A.2. Teachers lack of understanding of the content and application of the Common Core standards on each grade level.	1A.2. Reading PLC will meet on the 2 <sup>nd</sup> Tuesday of every month.  Professional development on the content and application of the CCSS including the use of the following professional text - <u>Common Core Curriculum Maps-ELA</u>	1A.2. Instructional Coach and Reading Lead Teachers	1A.2. Conduct focus walks, classroom observations, provide feedback to teachers on implementation of core programs, and conduct data review meetings.	1A.2. CAST Evaluation, Focus Walks, data reviews, reading portfolios/student work samples, lesson plans	
		1A.3. Lack of parental support and parental understanding of the reading process.	1A.3. Parent Information Nights to focus on the Reading process.  Provide information about reading in student newsletters  Emphasize the use of on-line services and programs including: OnCourse Parent Portal, Destination Success and FCAT Explorer.	1A.3. Literacy Leadership Team (LLT) Principal, STC, Teachers	1A.3. We will be able to track the use of the on-line services through available reports.  We will be able to monitor attendance at Parent Information Nights by taking attendance.  While student newsletters will be available on-line and as a hard copy, their effectiveness will be difficult to assess without the ability to poll all parents	1A.3. On-line reporting for the on-line services (where available).  Attendance figures for Parent Information Nights  A hard copy of the newsletters will be available for audit.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Reading Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1. Students are not challenged to read more challenging fiction and non-fiction selections.</p>	<p>2A.1. Provide reading multiple copies of high quality literature to the teachers for use in classroom instruction.</p> <p>Provide professional development to teachers in text complexity.</p> <p>Increase the availability of library materials that meet the criteria of high interest, higher levels of readability and quality literature.</p>	<p>2A.1. Teachers, Instructional Coach, Principal, District Instructional Coach, Media Specialist, LLT</p>	<p>2A.1. We will be able to document and increase the use of fiction/non-fiction text by monitoring lesson plans.</p> <p>Agendas and meeting notes for Professional Development sessions.</p> <p>Purchase orders will be available to document the purchase of materials for the library collection, given funding.</p>	<p>2A.1. Reading portfolios, DRA-2, FAIR, Anecdotal notes, Classroom walk-through instruments</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results. In grades 3<sup>rd</sup> – 5<sup>th</sup>, 34% (112) of the students achieved Level 4 on the 2012 FCAT Reading Assessment.</p> <p>On the 2013 FCAT Reading Assessment 60% (197) of the students will score a Level 3.</p>							
	34% (112)	60% (197)					
		<p>2A.2. Teachers lack of knowledge for implementing best practices in guided reading.</p> <p>Students are not familiar with higher-order thinking questions.</p>	<p>2A.2. Provide professional development to challenge high performing students using Guided Readers and Writers by Fountas and Pinnell</p> <p>Provide higher-order question stem reference cards to teachers</p> <p>Provide professional development for teachers to develop an understanding of the need for and use of higher-order thinking questions and appropriate student responses.</p>	<p>2A.2. Instructional Coach Reading Lead Teachers</p> <p>Principal, District Reading Coach, LLT Teachers</p>	<p>2A.2. Weekly PLCs/Focus Walk</p> <p>Teachers will include 2-3 higher-order thinking questions in their daily lesson plans.</p>	<p>2A.2. Focus Walk Notes, CAST Evaluation</p> <p>Classroom walk-through instruments, Lesson plans, Student conferences during classroom walk-throughs</p>	
		<p>2A.3. Students are not challenged with traditional means of instruction</p>	<p>2A.3. Teachers will be provided with professional development opportunities to broaden pedagogy, increase rigor of learning tasks, and higher-order questioning techniques</p>	<p>2A.3. Instructional Coach, Principal</p>	<p>2A.3. Focus Walks, Analyze student work in PLCs</p>	<p>2A.3. Focus Walk Notes, Student Work</p>	

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<p><b>2B. Florida Alternate Assessment:</b>  <b>Students scoring at or above Level 7 in reading.</b></p>							
<p><u>Reading Goal #2B:</u>   <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Teachers need more information/training to be able to effectively target students in need of support	3A.1. Provide Professional Development training for staff on the use of available tools for tracking student achievement, including, Inform, FAIR, and DRA-2.  Provide Professional Development for teachers in the use of remedial techniques with identified students.	3A.1. District Reading Coach, School Instructional Coach, Teachers and Principal	3A.1. Teachers will be able to identify students and group them for instruction using the data from the programs available.  Classroom walk-throughs  Lesson plans indicate revision of groups based on data	3A.1. Quarterly data review, student work samples, lesson plans, Reading assessments (DRA-2, FAIR, Houghton-Mifflin)		
3A.3. Students have limited knowledge of where they stand as readers and their individual goals	3A.3. Implement Student Growth Portfolios and student-led conferences.	3A.3. Classroom teachers					
	<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>					

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		3A.2. Teachers need more information and training to more effectively implement Reader's Workshop using the core Reading program and ancillary materials	3A.2. Provide additional Professional Development to Reading Teachers about how to more effectively implement Readers' Workshop as an instructional model	3A.2. Instructional Coach, District Reading Coach, Principal	3A.2. Classroom walk-throughs, Monitoring of lesson plans	3A.2. Walk-through monitoring tools, Lesson plans	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1. Students appear to have a poor attitude towards the work required to be successful readers.</p>	<p>4A.1. Provide high interest materials for checkout in the Media Center. Provide incentives for meeting reading goals. Provide more frequent monitoring of student achievement to allow students to progress more quickly once they reach a target.</p>	<p>4A.1. Teacher, Instructional Coach, RtI Team, PTA</p>	<p>4A.1. As funding is available, materials will be purchased for the Media Center. The use of those materials can be monitored to see if they are being checked out by students.  An increase in the achievement of reading goals in the Million Word Campaign can be monitored by the number of students receiving the awards.  Class profile sheets will provide documentation of more frequent monitoring of student achievement</p>	<p>4A.1. Media Center circulation logs Million Word Campaign monitoring sheets Class profile Running Records sheets</p>		

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<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results.</p> <p>In grades 3<sup>rd</sup> -5<sup>th</sup>, 58% (143) of students in lowest 25% made learning gains on the 2012 FCAT Reading Assessment.</p> <p>On the 2013 FCAT Reading Assessment 62% (82) of students in lowest 25% will make learning gains on the 2013 FCAT Reading Assessment.</p>							

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	58% (143)	62% (82)					
		4A.2. Lack of parental support in instilling the importance of reading in their students.	4A.2. Parent Information Nights Provide information in newsletters Partner with the Public Library to help improve student access	4A.2. Teacher, Instructional Coach, Principal, Volunteer Liaison	4A.2. Agendas, schedules and sign in sheets will be used to document Parent Information Nights  A hard copy of the newsletters will be available  Newsletters will indicate the involvement of the Public Library	4A.2. Parent Information Night sign in sheets  Stargazette (school newsletter)	
		4A.3. Students lack the vocabulary skills needed to comprehend text on grade level.	4A.3. Teachers will utilize Houghton-Mifflin Vocabulary Readers to assist in vocabulary development.  Teachers will Utilize the Own the Word vocabulary enrichment activity from the Book of the Month	4A.3. Teacher, Instructional Coach	4A.3. Ongoing review of vocabulary assessment data and review of student writing	4A.3. Vocabulary Assessment and Writing Portfolio	

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<p><b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b></p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Reading Goal #4B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:  Students are not able to effectively connect prior knowledge to new learning.	5B.1. Use graphic organizers and/or organized patterns to assist students with comprehension of reading selections on their level (e.g. compare/contrast, sequence of events, cause and effect, etc.)	5B.1 Classroom teachers	5B.1. Individual reading conferences and guided reading sessions	5B.1. Differentiated lesson plans, Classroom Observations		

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

<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In 2011- 12% of the students in the sub-group African American did not make satisfactory progress in reading. Our goal is to reduce this number by at least 10% to ensure that at least % or more of our Black students are at proficiency for the 2012-13 school year.</p>							
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: 4% (13) Black: 68% (223) Hispanic: 1% Asian: 24% (80) American Indian:</p>					



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

		<p>5B.2. Students lack prerequisite reading skills.</p>	<p>5B.2. Professional development for teachers, specifically in strategies designed to remediate reading skills.</p> <p>Provide supplemental tools for the delivery of remedial instruction.</p>	<p>5B.2. RTI Team, Principal, District Reading Coach</p>	<p>5B.2. We will have the agendas and notes from RTI and Professional Development training sessions</p> <p>The acquisition of supplemental materials will be documented by purchase orders and statements of donations</p>	<p>5B.2. Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments (PMA) and through the restructuring of RTI groups based on the PMA results.</p> <p>The effectiveness of supplemental instructional tools will be noted in the increase of PMA scores.</p>	
		<p>5B.3. Fully implementing the RTI process in the classrooms</p> <p>Implementation of Tier 2 strategies with targeted students groups</p>	<p>5B.3. Utilize RTI team and classroom teachers to develop a plan of action for students</p> <p>Utilize RTI team to determine appropriate Tier 2 and 3 interventions. Determine appropriate safety nets for during school and after school.</p> <p>Establish dates for tutoring sessions and a schedule for push-in safety nets and designate times for RTI Tier II/ III groups during the school day.</p>	<p>5B.3. RTI Team, Principal</p>	<p>5B.3. We will have the agendas and notes from RTI and Professional Development training sessions</p>	<p>5B.3. Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments (PMA) and through the restructuring of RTI groups based on the PMA results.</p>	

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

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Teachers lack common planning time for RTI and a clear understanding of program protocols when a student's need is identified.	5E.1. RTI group meets monthly to discuss, monitor, and plan for student's progress. Identify students in AYP subgroup and monitor their progress through the FAIR Assessment, DRA2, academic grades, and Houghton Mifflin Reading Benchmarks.	5E.1. Classroom Teachers, Principal	5E.1. Agendas and notes from RTI team meetings and early dismissal day RTI grade level meetings will indicate the implementation of the process and student achievement.  Lesson plans will indicate more extensive use of Soar to Success as a remedial strategy  Teachers will have logs indicating conferences and next steps with students.	5E.1. Grade level meeting minutes, RtI agenda and meeting notes		
<u>Reading Goal #5E:</u>  We will decrease the number of students not making satisfactory progress in reading to 40% (104).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<b>57% (127/260)</b>	<b>40% (104/260)</b>					
		5E.2. Lack of knowledge aligning instructional strategies with skills and concepts in each benchmark.	5E.2. Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	5E.2. Principal Instructional Coach	5E.2. Monthly Faculty Meetings Weekly PLCs	5E.2. Classroom Walk-Throughs	
		5E.3. Limited monitoring of student reading data	5E.3. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats	5E.3. Principal Instructional Coach Literacy Team	5E.3. Ongoing progress monitoring of students using student data	5E.3. Student Data Spreadsheets, Data Notebook Review, Reading assessments (DRA-2, FAIR, Houghton-Mifflin)	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>							
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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
Use of Assessment Tools – Insight	All Teachers	Principal	All Teachers	Early Release Days	Monitoring of assessments and grades	Principal
Vocabulary Instructional Focus (RV Daniels PLC)	All Teachers	School Instructional Coach	All Teachers	Bi-monthly Early Dismissal/ Faculty Meeting dates	Utilize the following Professional Development books: <i>Creating Robust Vocabulary and Bringing Words to Life</i>	Principal, Instructional Coach
Review of Student Reading Data	2 <sup>nd</sup> Grade Reading	School Instructional Coach	2 <sup>nd</sup> Grade Teachers	Monthly	Classroom observations to review instructional strategies implemented for teaching vocabulary  Review FAIR data, DRA2 Data  Review guided reading plans and observe guided reading lessons.	School Instructional Coach and Principal



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**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Parent Literacy Nights	Dinner, Printing, Instructional supplies, books	Unknown	\$ 500.00
Non-fiction Texts/Scholastic	Professional development books	Unknown	\$ 3,000.00
Classroom Instructional Supplies	Dinner, Printing, Instructional supplies, books	Unknown	\$ 7,000.00
Million Word Campaign	Incentives for student achievement	Unknown	\$ 2,500.00
<b>Subtotal:\$13,000.00</b>			
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
No Data	No Data	No Data	\$ 0.00
<b>Subtotal:</b>			
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
No Data	No Data	No Data	\$ 0.00
<b>Subtotal:</b>			
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
No Data	No Data	No Data	\$ 0.00
<b>Subtotal: \$ 0.00</b>			
<b>Total: \$13,000.00</b>			

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 Rule 6A-1.099811  
 Revised April 29, 2011

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*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1.	1.1.	1.1.	1.1.	1.1.	
<b>CELLA Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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	
<b>2. Students scoring proficient in reading.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	

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<p><b>CELLA Goal #2:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><b>2012 Current Percent of Students Proficient in Reading:</b></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		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	
<b>3. Students scoring proficient in writing.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<b>CELLA Goal #3:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	<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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

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

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Teachers adjusting to the new Common Core State Standards (CCSS) implemented by the state.	1A.1. Provide Professional Development for teachers through Professional Learning Communities (PLCs).	1A.1. Instructional/School Coach, Math Lead Teachers, Principal	1A.1. Conduct focus walks, classroom observations, provide feedback to teachers on implementation of core programs, and conduct data review meetings.	1A.1. Focus Walks, data reviews, math portfolios/student work samples, lesson plans, District Progress Monitoring Assessments (PMA's).		



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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results</p> <p>In grades 3<sup>rd</sup> -5<sup>th</sup>, 20% (65) of students achieved Level 3 on the 2012 FCAT Math Assessment.</p> <p>For the 2012-13 school year 30%(98) of the students in 3<sup>rd</sup>, 4<sup>th</sup> &amp; 5<sup>th</sup> grade will score a Level 3 on the FCAT Math Assessment.</p>							
	<b>54% (177)</b>	<b>60% (197)</b>					
		1A.2. Teachers lack of understanding on how to interpret student data and use it to guide instruction.	1A.2. Participate in data discussions with grade level colleagues and instructional coach. Participate in vertical articulation meetings to discuss data.	1A.2. District/School Coach, Grade Level Teachers and Principal	1A.2. Conduct focus walks and classroom observations. Conduct Core/RTI/FCIM lesson plan reviews. Conduct assessment data review meetings.	1A.2. Quarterly data review, math portfolios/student work samples, lesson plans, District District Progress Monitoring Assessments (PMA's).	
		1A.3. Students lack of exposure and understanding of math vocabulary.	1A.3. Teacher facilitates discussions to introduce new math vocabulary. Teachers refer back to previously taught vocabulary. Create a math word wall. Implement concept maps. Incorporate math vocabulary centers.	1A.3. Classroom teachers monitored by the instructional coaches.	1A.3. Students will be able explain their thinking using math vocabulary.	1A.3. Formal assessments: quick checks, exit tickets, tests, work mats, PMAs. Informal Assessment: questioning and discussions.	

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

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

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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1. Time constraints for providing enrichment for higher functioning students.	2A.1. Plan and provide enrichment activities during the Explore period of the workshop model.	2A. 1. Teachers, District/School Coach	2A. 1. Student observations and review of student work samples.	2A.1. Math portfolios and anecdotal notes from observations, Lesson plans, Notes from observations, CAST Evaluation		
<p><u>Mathematics Goal #2A:</u>                      We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results</p> <p>In grades 3<sup>rd</sup> -5<sup>th</sup>, 21% (70) of students achieved at or above Levels 4 and 5 the 2012 FCAT Math Assessment.</p> <p>For 2013 FCAT Math Assessment, 27% (90) of students will achieve at or above Levels 4 and 5.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	21% (70)	27% (90)					
		2A.2. Teachers' higher order questioning skills	2A.2. Plan and infuse higher order questioning using Webb's Depth of Knowledge (DOK)	2A.2. Teachers, Math Lead Teachers, District/School Coach, Principal	2A.2. Classroom observations and lesson plan review	2A.2. Notes from Focus Walks, and classroom observations, Standards- based artifacts, Math Portfolios, Lesson plans, CAST Evaluation Domain 3	
		2A.3. Lack of rigor in math lessons	2A.3. Provide grade level professional development on what rigor looks like in the classroom and how to implement it into daily lessons.	2A.3. District/School Coach, Principal	2A.3. Focus walks, classroom observations, lesson plan review, student work samples	2A.3. Anecdotal notes from Focus Walks and classroom observations, CAST Evaluation	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. Academic regression over Summer, Winter, and Spring Breaks.	3A.1. Encourage parental involvement, Send home reinforcement/enrichment packets, provide a list of online resources for student practice at home.	3A.1. Teachers, District/School Coaches, Principal	3A.1. Review of post-break student work.	3A.1. Accurately completed packets with parent signature and assessment.		

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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u>	<u>2013 Expected</u> <u>Level of</u>					
In grades 3 <sup>rd</sup> -5 <sup>th</sup> , 62% (203) of students making learning gains on 2012 FCAT Math Assessment.	Performance:*	Performance:*					
For 2013 FCAT Math Assessment, 71% (233) of students will make learning in on 2013 FCAT Math Assessment.							
	<b>62% (203)</b>	<b>71% (233)</b>					
		3A.2. Lack of student engagement during math lessons.	3A.2. Plan and provide highly engaging differentiated lessons by incorporating technology such as iPads, interactive white boards, computers, manipulatives, songs, poems, and math literature.	3A.2. Teachers, District/School Coaches, Principal	3A.2. At-Task Observations, Teacher/student conferences	3A.2. Conduct/Participation Grade, Math Grade, Classroom observations	

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		3A.3. Teachers relying solely on the learning schedule to determine instructional needs instead of focusing on the CCSS and student data.	3A.3. Provide professional development and guidance on how to create differentiated lessons that target mastery of the CCSS.	3A.3. Teachers, District/School Coaches, Principal	3A.3. Focus Walks, classroom observations, lesson plan review, student work samples	3A.3. Notes from Focus Walks and classroom observations, CAST Evaluation, Lesson plans	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1. Lack of continuous teacher support in using student data to effectively differentiate instruction.	4A.1. Utilize Professional Learning Communities to develop and implement a variety of differentiated lessons that meet the individual needs of the students.	4A.1. Teachers, District/School Coaches, Principal	4A.1. Data Notebook Review, Data Analysis Review (individual and grade level), Lesson Plan Review, Classroom Observations (Formal / Informal)	4A.1. CAST Evaluation, Assessment Data (Progress Monitoring Assessments (PMA's), Formative/Summative Assessments)		
<p><u>Mathematics Goal #4A:</u></p> <p>In grades 3<sup>rd</sup> -5<sup>th</sup>, 53% (173) of students lowest 25% made learning gains in mathematics.</p> <p>For 2013 FCAT Math Assessment, 61% (200) of students lowest 25% will make learning gains in mathematics.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>53% (173)</b>	<b>61% (200)</b> <b>Safe Harbor</b>					
		4A.2. Lack of consistent implementation of differentiation strategies during core instruction to meet the needs of the students.	4A.2. Provide coaching for teachers to help develop skills in effectively analyzing data and implementing differentiated strategies during daily instruction.	4A.2. Teachers, District/School Coaches, Principal	4A.2. Classroom Observations (Formal / Informal), Lesson Plan Review, Data Analysis Review (individual and grade level), Data Notebook Review	4A.2. CAST Evaluation, Assessment Data (Progress Monitoring Assessments (PMA's), Formative/Summative Assessments)	
		4A.3. Time constraints for the implementation of Math Response to Intervention (RtI).	4A.3. Use Envisions intervention lessons to create a plan that will address student math needs.	4A.3. RtI Team, Teachers, District/School Coaches, Principal	4A.3. RtI data review and discussions regarding targeted students' progress, Review intervention plan	4A.3. RtI data (charts/graphs), Assessment Data (Progress Monitoring Assessments (PMA's), Formative/Summative Assessments), Data from review meetings.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Limited skills levels of differentiation in math instruction. Hispanic: Asian: American Indian:  Limited skills levels of differentiation in math instruction</p>	<p>5B.1. Provide professional development in unwrapping math benchmarks, create skills and concepts data forms to track and monitor student progress, and teachers will create exit tickets to gather data to determine next steps in student learning</p>	<p>5B.1. Classroom teachers Instructional Coach Principal</p>	<p>5B.1. Lesson Planning Review of lesson plans by principal Analyzing student work in weekly PLCs</p>	<p>5B.1. Lesson plans, Benchmark Assessments  Lesson Plans (Oncourse) Classroom Walk throughs</p>		
<p><u>Mathematics Goal #5B:</u>  <b>WAITING ON 2012-13 SCHOOL ACCOUNTABILITY REPORTS TO BE UPDATED....TO DETERMINE A TRUE GOAL</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: 4% (13) Black: 68% (223) Hispanic: 1% Asian: 24% (80) American Indian:</p>					
		<p>5B.2. Students' ability to be both effective and efficient in their use of strategies</p>	<p>5B.2. Provide professional development for teachers using a Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle</p>	<p>5B.2. Classroom teachers Instructional Coach Principal</p>	<p>5B.2. Classroom Walk-throughs, Weekly PLCs</p>	<p>5B.2. Lesson plans, Student work</p>	

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		5B.3. Students' lack of prior knowledge of required skills in geometry.	5B.3. Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support.  Teachers will use manipulatives to model geometry concepts.	5B.3. Classroom teachers Instructional Coach	5B.3. Review of student performance data; early release Professional Learning Communities (PLC's)	5B.3. Lesson Plans	
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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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Neglect of goal setting and monitoring that lacks curriculum-embedded classroom-based measures that we can examine collaboratively and systematically.	5E.1. Create common assessments that include rubrics and standards which clearly describe quality work	5E.1. Classroom Teachers Principal	5E.1. Weekly PLCs Data Chats	5E.1. Student work, Data Notebooks		
<b>Mathematics Goal #5E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<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>					

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		5E.2. Level of teacher understandi ng of CCSS and newly adopted curriculum resources	5E.2. Provide training on unwrapping the Common Core State Standards and the use of the new curriculum resources	5E.2. Math Lead Team (MLT)	5E.2. Review of lesson plans; classroom observations; data notebook	5E.2. Lesson plans, looking at student work (LASW), and data notebook	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics	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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

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

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

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

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

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

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

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

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



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

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

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

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

*End of Middle School Mathematics Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

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

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

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



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<p><b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p><b>Mathematics Goal #4:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Algebra 1 Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

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

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



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

*End of Algebra 1 EOC Goals*

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

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Geometry Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

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



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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Learning Community (PLC) or PD Activities</b> 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
Math Workshop Model	K-2	School Instructional Coach	All Teachers	10/2012	Weekly Classroom Observations	Principal/School Coach/District Coach
Unwrapping/Implementing Common Core State Standards	K-2	School Instructional Coach	All Teachers	Early Release Training	Weekly Classroom Observations, Monitoring Lesson Plans	Principal/School Coach/District Coach
Rigor in the Classroom	K-2	School Instructional Coach	All Teachers	Early Release Training	Weekly Classroom Observations, Monitoring Lesson Plans	Principal/School Coach/District Coach

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**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Math Night	Dinner, Printing, Instructional Supplies, Books	Unknown	\$500.00
Classroom Instructional Supplies	Extra manipulatives and/or equipment	Unknown	\$1,000.00
<b>Subtotal: \$1,500.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$1,500.00</b>			

*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]).

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. T Teachers are to fully implement Common Core Standards for the first time. They will need time to become familiar with the new Common Core Standards and implement with fidelity.	1A.1. Provide Professional Development for teachers through PLCs.	1A.1. Instructional/School Coach and math lead teachers.	1A.1. Conduct focus walks, classroom observations, provide feedback to teachers on implementation of core programs, and conduct data review meetings.	1A.1. Focus Walks, data reviews, math portfolios/student work samples, lesson plans, District PMAs.		

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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In 2011-12 50% (164) of our students in 5<sup>th</sup> grade scored a Level 3 on the FCAT Science Assessment.</p> <p>In 2013, 60% (197) of our students in 5<sup>th</sup> grade will achieve a Level 3 on the FCAT Science Assessment</p>							
	<b>50% (164)</b>	<b>65%( 180)</b>					
		1A.2. Teachers understanding of how to interpret student data and use it to guide instruction.	1A.2. Participate in data discussions with grade level colleagues and instructional coach. Participate in vertical articulation meetings to discuss data.	1A.2. District/School Coach, Grade Level Teachers and Principal	1A.2. Conduct focus walks and classroom observations. Conduct Core/RTI/FCIM lesson plan reviews. Conduct assessment data review meetings.	1A.2. Quarterly data review, math portfolios/student work samples, lesson plans, District PMAs	
		1A.3. Students exhibit limited math vocabulary	1A.3. Teacher facilitates discussions to introduce new math vocabulary. Teachers refer back to previously taught vocabulary. Create a math word wall. Implement concept maps.	1A.3. Classroom teachers monitored by the instructional coaches.	1A.3. Students will be able explain their thinking using math vocabulary.	1A.3. Formal assessments: quick checks, exit tickets, tests, work mats, PMAs.  Informal Assessment: questioning and discussions.	

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1. Time constraints for providing enrichment for higher functioning students.	2A.1. Plan and provide enrichment activities during the Explore period of the workshop model.	2A. 1. Teachers, District/School Coach	2A. 1. Students observations and review of student work samples.	2A.1. Math portfolios and notes from observations, CAST Evaluation		
<p><u>Science Goal #2A:</u></p> <p>In 2011-12 10% (33) of our students in 5<sup>th</sup> grade scored at or above levels 4 and 5 on the FCAT Science Assessment.</p> <p>In 2013, 14% (46) of our students in 5<sup>th</sup> grade will achieve at or above levels 4 and 5 14% (46) on the FCAT Science Assessment</p>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<b>10% (33)</b>	<b>14% (46)</b>					

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		2A.2. Teachers' higher order questioning skills	2A.2. Plan and infuse higher order questioning using Webb's Depth of Knowledge (DOK)	2A.2. Teachers, Math Lead Teachers, District/School Coach, Principal	2A.2. Classroom observations and lesson plan review	2A.2. Notes from Focus Walks, and classroom observations, Standards- based artifacts, Math Portfolios, CAST Evaluation	
		2A.3. Lack of rigor in science lessons	2A.3. Focus walks, classroom observations, lesson plan review, student work samples	2.A.3. Teachers, Science Lead Teacher, Principal	2A.3. Provide grade level professional development on what rigor looks like in the classroom and how to implement it into daily lessons.	2A.3. Notes from Focus Walks and classroom observations, CAST Evaluation	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

*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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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

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

*End of Biology 1 EOC Goals*

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Science Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Science 101	K-2	District	One representative from K-2	District calendar		S. Burns
Science Inquiry	K-2	District	One representative from K-2	District calendar		S. Burns

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
Magnet/Extended Day Enrichment	After school enrichment programs	Extended Day	\$1,000.00
Parent Information Nights	Refreshments, office supplies, books for students	Unknown	\$1,000.00
<b>Subtotal:\$2,000.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$2,000.00</b>			

*End of Science Goals*

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>1A. FCAT:</b>  <b>Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1A.1  Lack of time to fully implement Writer's Workshop.</p>	<p>1A.1.  Implement Writer's workshop daily schedule.   Design team ensures that the resource schedule protects the 60 minute Writer's workshop.</p>	<p>1A.1  Instructional Coach, Principal</p>	<p>1A.1  Quality of student writing  Lesson plan Review</p>	<p>1A.1  C.A.S.T.  Informal and formal Observations  Classroom Observations</p>		
<p><u>Writing Goal #1A:</u>  <b>Writing Goal #1A:</b>  Our school is a Kindergarten through 2<sup>nd</sup> grade site. Therefore, we do not administer the FCAT. The following information is based on data for Susie E. Tolbert, our 3-5 sister school.   In 4<sup>th</sup> grade , 88% (90) of students will achieve a score of a 4 or higher on the 2013 FCAT Writing Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>74% (81)</i></p>	<p><i>88% (90)</i></p>					

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		1A.2 Lack of parent understanding of the requirements of the Florida Writes!	1A.2 Provide information to parents during Parent Information Nights  Include articles in the student newsletter about writing improvement	1A.2 Teachers, Instructional Coach, Literacy Leadership Team, Principal	1A.2. The effectiveness of student newsletters is unproven however we will have a hard copy of the newsletters sent home  Parent Information Nights will be documented through agendas	1A.2. Sign in sheets and agendas	
		1A.3. Focus has not been on conventions,	1A.3. Teach the conventions of the English Language (punctuation, grammar, capitalization, and spelling).	1A.3. Teachers, Instructional Coach, Principal	1A.3.. Analyzing student writing pieces in PLCs.	1A.3. Writing Prompt Scores	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Vocabulary Instruction & Development	K-2	Instructional Coach	K-2 Writing Teachers	Professional Development (every 2 <sup>nd</sup> Tuesday)	Monitoring, Lesson Plans, Classroom Walk-throughs	Principal, Instructional Coach
Conferencing with Students	K-2	Instructional Coach	K-2 Writing Teachers	Continuous/Ongoing	Monitoring & Conference logs	Principal, Instructional Coach
Review of Writer’s Workshop	K-2	Instructional Coach	K-2 Writing Teachers	Continuous/Ongoing	Classroom walk-throughs	Principal, Instructional Coach

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Information Nights	Refreshments, office supplies, books for students	Unknown	\$1,000.00
Newsletters	Paper, copy costs	Unknown	\$500.00
<b>Subtotal: \$1,500.00</b>			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$1,500.00</b>			

*End of Writing Goals*

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

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

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

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount



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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: 0.00</b>			
<b>Total: 0.00</b>			

*End of Civics Goals*

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

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

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

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>U.S. History Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

**U.S. History Professional Development**

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

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

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

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: 0.00</b>			
<b>Total: 0.00</b>			

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		

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

<p><b>1. Attendance</b></p>	<p>1.1. Many of our students reside in a high crime area (according to statistics from JSO). These students have great challenges outside of their school lives.</p>	<p>1. Continue to teach and implement District approved 2<sup>nd</sup> Step bullying curriculum for classroom teachers.  Include anti bullying resources in newsletter for parents.  Continue classroom Guidance lessons on conflict resolution and continue implementation of Character Education  Group counseling for targeted students  Incentives through</p>	<p>1.1 Teachers Guidance Counselor Foundations Team Administration</p>	<p>1.1. Monitor students with multiple referrals.  Follow up on all reported incidents of bullying in a timely manner.  Provide information to parents on bullying and conflict resolution.  Review of Discipline Data  Climate Surveys  Teacher feedback  Guidance Counselor monitor names of students submitted by teacher weekly. All students must have been selected at least once . Every child has opportunity to be recognized.  Monitor quarterly conduct grades.</p>	<p>1.1. Student Discipline Data Climate Surveys Weekly log for Guidance Student of the week  Student conduct grades</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>‘Guidance Student of the Week ‘ for positive/ improved behavior</p> <p>Teachers consistently teach, model and review CHAMPS rituals and routines.</p> <p>Foundation Team collect data and revisit procedures as needed</p> <p>Kid Power counselor full time provide services to student and parent</p>					
<u>Attendance Goal #1:</u>							
Increase student daily attendance and reduce tardies.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94 % (295)	95% (255)					



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	<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>					
	<i>67 out of 301</i>	<i>Reduce the number of absences from 67 to 50 out of 255</i>					
	<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>					
	<i>34 out of 301</i>	<i>Reduce the number of tardies from 34 to 20 out of (255)</i>					

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

		<p>1.2. Parental attitude toward attendance and tardiness</p>	<p>1.2. Provide information to parents in newsletters and other sources stressing the importance of daily attendance</p> <p>Encourage parents to provide excuses for any absences, especially for excused absences</p> <p>Revise our Guidelines for Success to emphasize attendance as an important element in school success</p> <p>Provide incentives for perfect attendance AND for providing excuses when a student is absent</p>	<p>1.2. Classroom teachers, CRT Operator, Principal</p>	<p>1.2. We will be able to monitor the number of students receiving Perfect Attendance and attendance through the incentive program</p> <p>The Guidelines for Success will be revised and posted in the hallways and in the classrooms</p>	<p>1.2. Perfect Attendance lists – quarterly</p> <p>Incentive lists – monthly</p> <p>Guidelines for Success</p>	

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

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
	K-2	Principal	School-wide	PLC's 9 (every 2 <sup>nd</sup> Tue.)	Discussion of professional literature	Principal

**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
Publishing the student names for the incentive Program	Office supplies	General Fund	200.00
Incentive Program for Students	Ribbons for 9 weeks/end of year	Unknown	500.00
<b>Subtotal:\$700.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Students recognized on the morning show	Morning show (TV broadcast)	Unknown	0.00

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$700.00</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		

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

<p><b>1. Suspension</b></p>	<p>1.1. Many of our students reside in a high crime area (according to statistics from JSO). These students have great challenges outside of their school lives.</p>	<p>1.1 Continue to teach and implement District approved 2<sup>nd</sup> Step bullying curriculum for classroom teachers.  Include anti bullying resources in newsletter for parents.  Continue classroom Guidance lessons on conflict resolution and continue implementation of Character Education  Group counseling for targeted students  Incentives through ‘Guidance Student of the Week ‘ for positive/ improved behavior  Teachers</p>	<p>1.1 Teachers Guidance Counselor Foundations Team Administration</p>	<p>1.1. Monitor students with multiple referrals.  Follow up on all reported incidents of bullying in a timely manner.  Provide information to parents on bullying and conflict resolution.  Review of Discipline Data  Climate Surveys  Teacher feedback  Guidance Counselor monitor names of students submitted by teacher weekly. All students must have been selected at least once . Every child has opportunity to be recognized.  Monitor quarterly conduct grades.</p>	<p>1.1. Student Discipline Data  Climate Surveys  Weekly log for Guidance Student of the week  Student conduct grades</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>consistently teach, model and review CHAMPS rituals and routines.</p> <p>Foundation Team collect data and revisit procedures as needed</p> <p>Kid Power counselor full time provide services to student and parent</p>					
<p><b>Suspension Goal #1:</b> We had 44 students out of 301 students suspended. 28 students out of the 44 were suspended for battery.</p> <p><i>Our goal is to decrease the number of suspensions by 15%</i></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	0	0					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	0 in school suspensions	0					

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	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	44	<i>We expect to reduce our out of school suspensions by 15%</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	44 OUT OF 301	<i>20 out of 255</i>					
		1.2. While we would like to maintain or improve the suspension rate, we cannot allow any student to endanger the staff, themselves or others.	1.2. Develop a peer mediation program starting with 3 <sup>rd</sup> – 5 <sup>th</sup> graders Include anti-bullying materials in the Student Agendas Provide information to parents about cyber bullying and how to prevent it Utilize referrals to the Full Service School program for students who have repeated referrals or particularly aggressive behavior	1.2. Guidance Counselor, Classroom teachers, PTA, Full Service School, Principal,	1.2. Peer Mediators will be trained to help their peers to handle disagreements. Student will report incidents of bullying to the appropriate staff and they will be handled quickly and efficiently. Students referred to the Full Service School program will receive the counseling and support they need and their behavior will show improvement.	1.2. Lists of trained Peer Mediators Documentation of referrals and corrective actions	



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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Foundations/CHAMP training	ALL	Foundation Team	All teachers and staff	10-1-2012 – 6-1-13 Early Release District CHAMPS training School level meetings	Data Analysis Monitoring school wide CHAMPS implementation	Principal Standards Coach Guidance Counselor
RTI	ALL	School level RTI team	All teachers and staff	10-6-2012 – 6-1-2013 Early Release District RTI training School level meetings	Data Analysis RTI strategies and intervention tools	Principal ESE Liaison RTI team leaders

**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

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: 0.00</b>			
<b>Total: 0.00</b>			

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		

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

<p><b>1. Parent Involvement</b></p>	<p>I.1. Many of our parents think that membership in our PTA requires that they volunteer at school during the day. They are unable to do so because they have jobs and therefore do not join PTA.</p>	<p>I.1. PTA brochures and information will encourage flexibility in volunteer opportunities. The PTA will sponsor several activities focused on family involvement. The school will sponsor Parent Information Nights to help parents understand how they can support their children's academic achievement. The PTA will be provided with a weekly information spot in the school newsletter.</p>	<p>I.1. PTA President, Principal</p>	<p>I.1. We will see an increase of support for the school in terms of volunteer participation and community involvement due to a more active and involved PTA. Parents will be aware of the activities of the PTA and supportive of their efforts.</p>	<p>I.1. Application for the Golden School Award Electronic files for the Eaglette Agendas for PIN nights</p>		
<p><u>Parent Involvement Goal #1:</u>  <i>We have a history of strong community support and parent involvement including receiving the Golden School Award for volunteer participation. This year, we expect an increase in the number of volunteer hours due to a more active and involved PTA.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					

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	<i>1,005 Volunteer Hours</i>	<i>1,206 Volunteer Hour (20% Increase)</i>					
		1.2. We have a fairly high mobility rate and the community is sometimes not aware of opportunities available at the school	1.2. Provide a literature rack in the parent waiting area to supply information about services available in the community Provide information about the school in the weekly newsletters	1.2. Principal, Volunteer Coordinator, PTA President, SAC Chair	1.2. Materials placed in the literature rack will be removed by parents and guests	1.2. Literature rack will be in place	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Volunteer Appreciation Luncheon	Food, refreshments, invitations, gifts, certificates	Unknown	900.00
Breast Cancer Awareness Events	Food, refreshments, invitations, gifts, certificates	Unknown	200.00
<b>Subtotal: \$1,100.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$1,100.00</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>STEM Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

**STEM Budget** (Insert rows as needed)

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

*End of STEM Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>CTE Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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

**Additional Goals Professional Development**

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

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

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

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

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$13,000.00</b>
<b>CELLA Budget</b>	<b>Total: \$ 0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$1,500.00</b>
<b>Science Budget</b>	<b>Total: \$1,000.00</b>
<b>Writing Budget</b>	<b>Total: \$1,000.00</b>
<b>Civics Budget</b>	<b>Total: \$ 0.00</b>
<b>U.S. History Budget</b>	<b>Total: \$ 0.00</b>
<b>Attendance Budget</b>	<b>Total: \$ 750.00</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$ 0.00</b>
<b>Parent Involvement Budget</b>	<b>Total: \$ 1,100.00</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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

**Grand Total: \$18,350.00**

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

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

### 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		
Priority	Focus	Prevent

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

#### School Advisory Council (SAC)

##### *SAC Membership Compliance*

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

Yes       No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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

The SAC will be asked to assist in the following activities this year:

- select appropriate items, supplies, or equipment to purchase using School Improvement Funds
- securing funds to support the SIP by writing grants and seeking donations
- review school budget
- provide input in the creation of the SIP
- review and monitor SIP
- review student achievement data as a whole school. (individual data is confidential)
- make recommendations and suggestions for magnet programs recruiting
- evaluate school programs and make necessary suggestions

Describe the projected use of SAC funds.	Amount
Provide requested instructional materials to support SIP initiatives	\$1,000.00
Provide requested professional development materials to support SIP initiatives	\$1,000.00