

# 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: Avon Elementary	District Name: Highlands
Principal: Pamela Burnham	Superintendent: Wally Cox
SAC Chair: Karin Doty	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)
----------	------	-----------------------------	-----------------------------------	-------------------------------------	---

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

Principal	Pamela Burnham	BSE, MSE in Guidance and Counseling, Certification in Educational Leadership	11	16	01 – 02 B AYP/NA 02 – 03 B AYP/NA 03 – 04 A AYP/NA 04 – 05 A AYP/YES 05 – 06 B AYP/Provisional 06 – 07 A AYP/A 07 – 08 C AYP/YES 08 – 09 A AYP/YES 09 – 10 B AYP/NO 10 – 11 D AYP/NO 11 – 12 C
Assistant Principal	Karin Doty	BSE, MSE in Educational Leadership	6	6	06 – 07 A AYP/A 07 – 08 C AYP/YES 08 – 09 A AYP/YES 09 – 10 B AYP/NO 10 – 11 D AYP/NO 11 – 12 C

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

### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cindy Murphy	BA in Elementary Education – Grades 1 – 6 and K – 12 Reading Endorsement and ESOL Endorsement	13	5	07 – 08 C AYP/YES 08 – 09 A AYP/YES 09 – 10 B AYP/NO 10 – 11 D AYP/NO 11 – 12 C

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Internships from local colleges to recruit	Pam Burnham/Karin Doty	Ongoing throughout school year
2. Job postings through Heartland Consortium to recruit	Pam Burnham	As needed to fill positions
3. Peer/Mentor teachers assigned to new teachers to retain	Pam Burnham	When new teachers are hired
4. Peer Evaluators to retain	District Office	1 <sup>st</sup> year teachers and Teachers with Needs Improvement based on Performance Appraisal

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

***Non-Highly Effective Instructors***

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

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

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

***Staff Demographics***

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
43	2% [1]	13% [5]	28% [12]	56% [29]	26% [12]	98% [42]	15% [6]	15% [6]	69% [29]

***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
-------------	-----------------	-----------------------	------------------------------

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

Mary Foster	Emily Eshelman	Ms. Eshelman is a first year teacher and working in 2 <sup>nd</sup> grade. Ms. Foster has many years of teaching experience, with ESOL and Reading Endorsements, as well as the Team Leader for 2 <sup>nd</sup> grade.	Ms. Foster will follow the district wide protocol in providing support and guidance to Ms. Eshelman. Some activities may include planning and preparing curriculum and instruction, collaborating on classroom management techniques, and assisting with day to day routines and procedures.
Marci Hargrove	Christin Sapp	Ms. Sapp is a 2 <sup>nd</sup> year teacher but is new to our district. She is teaching 4 <sup>th</sup> grade. Ms. Hargrove will serve as her mentor as she is the 4 <sup>th</sup> grade Team Leader, ESOL endorsed, Gifted endorsed as well as being a National Board Certified teacher.	Ms. Hargrove will follow the district wide protocol in providing support and guidance to Ms. Sapp. Some activities may include planning and preparing curriculum and instruction, collaborating on classroom management techniques, and assisting with day to day routines and procedures.
Kelly Hall	Danielle Respress	Ms. Respress has previous teaching experience in our district, however, she is recently returning to the classroom after several years. Ms. Hall will serve as her mentor as Ms. Hall has many years of experience mentoring new teachers and working with student interns. She is also National Board Certified.	Ms. Hall will follow the district wide protocol in providing support and guidance to Ms. Respress. Some activities may include planning and preparing curriculum and instruction, collaborating on classroom management techniques, and assisting with day to day routines and procedures.

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

### 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	Will provide funds to all elementary schools and one middle school with 75% free/reduced poverty level, in a school-wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.
Title I, Part C- Migrant	Provides services to migrant students (PreK – 12 <sup>th</sup> grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time pres
Title I, Part D	Provides services to children who are delinquent or neglected.
Title II	Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.
Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies and parent involvement and education.
Title X- Homeless	Student Services coordinates with Title 1, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)	SAI funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers.
Violence Prevention Programs	The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs	District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.
Housing Programs	N/A
Head Start	N/A
Adult Education	N/A

August 2012

Rule 6A-1.099811

Revised April 29, 2011



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

Career and Technical Education Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7 – 12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.
Job Training A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.
Other N/A

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.                      Pam Burnham – Principal                      Karin Doty – Assistant Principal                      Martie Brooker – Guidance Counselor                      Heather Simmons – School Psychologist                      Cindy Murphy - Reading Coach                      Pam Lanier – Staffing Specialist                      Various Classroom teachers – as needed</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?                      The MTSS/RtI team meets monthly with all team members. The reading coach and guidance counselor review and input data weekly. Students may be referred to this team for assistance when experiencing difficulty academically or behaviorally. This is done through progress monitoring, or directly to the guidance counselor, administration, reading coach, or other team member when ordinary classroom accommodations and intervention strategies fail to resolve the student’s deficiency. A meeting is then scheduled for the RtI team to meet with the classroom teacher to share concerns and look cooperatively with the team for solutions. Parents are invited to attend the meeting as well. The team clarifies the concern and reviews available data in order to specifically define the issue</p>
<p>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?                      As the students, parents and staff at Avon Elementary School work together to achieve our mission and goals, the RtI Team is an essential part of the plan. That team plays a vital role in the support of the school improvement plan through: accountability, multiple tiers of intervention, scientifically based interventions, progress monitoring and decisions at various levels of the child’s response to interventions and problem solving.</p>
MTSS Implementation
<p>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.                      AES actively participates with the A3 system used by the Highlands County School district. This system is accessed by teachers, support personnel and administration. The A3 system provides several purposes:                      -archived academic data of our students (i.e. FCAT scores, Performance Matters, etc.)                      -archived attendance and discipline referral information                      -current progress monitoring data (academic data, attendance, and discipline)                      -documentation of students who require additional interventions via PMP (Progress Monitoring Plan) or more intense monitoring and intervention (SOS referral system).</p>
<p>Describe the plan to train staff on MTSS.                      The RtI team members were involved in training for three years in The Florida Problem Solving/Response to Intervention Statewide Initiative, a collaborative project between the Florida Department of Education and the University of South Florida. Five days of training was provided for our school RtI team. As training began for the team, teachers at Avon Elementary were introduced to the RtI model, given an overview and background information. The process continues to evolve as teachers gain skills in using the problem solving/response to intervention process daily in the classroom.</p>

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

Describe the plan to support MTSS.

Support to the MTSS/RtI process is ongoing. The team continually meets to analyze the effectiveness of the interventions, and teachers continue to receive support as they meet with the guidance counselor and through progress monitoring meetings held three times a year.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Pam Burnham – Principal

Karin Doty – Assistant Principal/Reading Endorsed

Cindy Murphy – Reading Coach/Reading Endorsed

Laura Richardson – Kindergarten Teacher/National Board Certified

Sara Franza – 1<sup>st</sup> Grade Teacher/Reading Endorsed

Mary Foster – 2<sup>nd</sup> Grade Teacher/Reading Endorsed

Cindy Cobb – 3<sup>rd</sup> Grade Teacher

Marcia Hargrove – 4<sup>th</sup> Grade Teacher – Reading Endorsed and National Board Certified

Lisa Gause – 5<sup>th</sup> Grade Teacher

Lisa Elder – ESE/VE Teacher

Martie Brooker – Guidance Counselor

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

The LLT is vital in researching evidence based strategies, setting literacy goals based upon this research, communicating those goals with stakeholders and supporting the implementation of goals of the team. The team meets before the start of the school year to set long and short term goals for the school. They work with the Curriculum Leadership Team and cooperatively decide on avenues and logistics of implementing the plan. Throughout the school year, the team meets to progress monitor the plan and its success. They also conduct professional development to other teachers in order to reach the goals set by the team. After the school year, the team meets again to evaluate the effectiveness of the goals and implementation. They come to consensus about next steps and how to proceed for the following year.

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

\*Reading Pals implemented in Kindergarten with conjunction with United Way and Barney and Carol Barnett.

\*Revisit AR goals and reorganize the implementation of rewards.

\*SM5 computer based program meeting all the Reading needs of each student.

\*Implementation of the Leader in Me by Sean Covey for students to take responsibility of his/her learning by keeping data notebooks and tracking progress.

\*Implementation of Kagan strategies to increase student engagement within the 90 minute reading block.

### *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.*

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

### ***\*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.

The staff at Avon Elementary is involved with the early childhood centers in our community. As requested, counselors and kindergarten teachers meet with staff and parents at these centers to provide information regarding expectations as children enter school for the first time. Each spring, early childhood centers schedule visitations for those students who will be enrolling at Avon Elementary. A special Kindergarten registration time is scheduled for two days each spring. Parents are invited to come to school with their child, visit our campus and are given information to assist them in enrollment. There are also open enrollment times as well.

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

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

N/A

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

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

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

N/A

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

N/A

### ***Postsecondary Transition***

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

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

N/A

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

**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		

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

<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1.          Students will not utilize strategies when attempting to comprehend fiction and nonfiction passages.</p>	<p>1A.1.          Teachers will model, teach, and monitor the use of QAR strategies.           Teachers will model the use of UNRAVVEL strategies and monitor students to ensure the strategies are being utilized.           Teachers will utilize Kagan structures to increase student engagement during the 90 minute Reading block.           Teachers will utilize Close Reading to support students in acquiring skills to read passages critically.</p>	<p>1A.1.          Administration, Reading Coach, and Teacher</p>	<p>1A.1.          Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.</p>	<p>1A.1.          Grade level indicators, Harcourt Weekly Test, Harcourt Theme Tests, Small Group Instruction, FAI, SM5</p>		
---	---	--	--	---	---	--	--

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

<u>Reading Goal #1A:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	57% [170 students] achieved Level 3 on FCAT Reading FCAT in 2011- 2012.	60% [179 students] will score Level 3 on FCAT Reading in 2012- 2013.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1B.1. Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.</p>	<p>1B.1. ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points.  Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.</p>	<p>1B.1. Administrator, Reading Coach, Teacher, District Liaison</p>	<p>1B.1. Progress Monitoring of IEP, school wide progress monitoring of individual students three times a year.</p>	<p>1B.1. IEP Goals/Performance of student  Alternate Assessment</p>		
<p><u>Reading Goal #1B:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5<sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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

	25% [2 out of 8 students] scored at Level 4, 5, 6 on the FAA in 2011-2012.  The remaining 6 students scored at Levels 7, 8, and 9.	13% [1 student] will score at Level 4, 5, 6 on the FAA in 2012 -2013.  This number decreased from last year as we would like more students scoring at Levels 7, 8 and 9.					
		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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1. Students are not taught on his/her instructional level, therefore not reaching their fullest potential.</p>	<p>2A.1. Teachers will use supplemental materials provided in the core curriculum, as well as leveled readers in Science. Teachers will use these materials in small group instruction to ensure that instruction is taught at or above grade level to students.</p> <p>Utilization of the SM5 program.</p>	<p>2A.1. Administration, Reading Coach, Teacher</p>	<p>2A.1. Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.</p>	<p>2A.1. Harcourt Theme tests, Harcourt Weekly Tests, and teacher observation in small groups.</p>		

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

<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners.							
	33% [99 students] scored Level 4 or above on FCAT Reading in 2011 – 2012.	35% [117 students] will score Level 4 or above on FCAT Reading in 2012-2013.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2B.1. Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.</p>	<p>2B.1. ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points.  Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.</p>	<p>2B.1. Administrator, Reading Coach, Teacher, District Liaison</p>	<p>2B.1. Progress Monitoring of IEP, school wide progress monitoring of individual students three times a year.</p>	<p>2B.1. IEP Goals/Performance of student  Alternate Assessment</p>		
<p><u>Reading Goal #2B:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5<sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75% [6 out of 8 students] scored at or above Level 7 on the FAA in 2011 – 2012.</p>	<p>88% [7 out of 8 students] will score at or above Level 7 on the FAA in 2012 – 2013.</p>					

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

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

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

**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		
---	---------------------	----------	---	---	-----------------	--	--

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

<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3A.1. Instruction will not be data driven resulting in students not receiving proper instruction at his/her instructional level; therefore not utilizing classroom time efficiently.</p>	<p>3A.1. Grade levels will meet weekly to discuss curriculum mapping/ pacing; collaborate on needs of students. They will analyze data individually and as a grade level to discuss resources and materials to best fit the needs of their students.</p> <p>Administration will conduct classroom walkthroughs and informal observations to monitor use of classroom time and ensure appropriate materials are being utilized.</p> <p>Teachers will collaborate with Reading Coach on Tier 2 students to ensure proper instruction and resources are being used.</p> <p>Use of the SM5 program.</p>	<p>3A.1. Classroom Teacher, Administration and Reading Coach</p>	<p>3A.1. Data collection and monitoring of that data.</p> <p>Progress Monitoring meetings 3x a year – teacher/administrators/ Reading Coach/ Guidance Counselor</p>	<p>3A.1. SM5 program, Grade Level Indicators</p>		
--	---	---	--	---	--	--	--



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

<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners							
	60% [179 students] made learning gains on FCAT Reading in 2011 – 2012.	62% [207 students] will make learning gains on FCAT Reading in 2012 – 2013.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>	<p>3B.1. Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.</p>	<p>3B.1. ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points.  Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.</p>	<p>3B.1. Administrator, Reading Coach, Teacher, District Liaison</p>	<p>3B.1. Progress Monitoring of IEP, school wide progress monitoring of individual students three times a year.</p>	<p>3B.1. IEP Goals/Performance of student  Alternate Assessment</p>		
<p><u>Reading Goal #3B:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5<sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% [0] students made learning gains on FAA Reading in 2012.</p>	<p>25% [1] will make learning gains on FAA Reading in 2013.</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
--	--	-------	-------	-------	-------	-------	--

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

**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		
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1. Students will not respond to the core Reading curriculum and /or supplemental/ strategic intervention strategies.</p>	<p>4A.1. Students will be monitored more frequently to determine the rate of progression as compared to peers in small groups and the whole class. The Reading Coach and the classroom teacher will work together in determining the most appropriate strategies to ensure a positive response to intervention.</p> <p>SM5 computer-based program.</p>	<p>4A.1. Administration, Reading Coach, Classroom Teacher, Guidance Counselor, Rtl Team</p>	<p>4A.1. More frequent assessments will be given and analyzed to determine rate of progression. These assessments will be specific to the students' reading deficiency.</p>	<p>4A.1 PAST, Phonics, CBM, Maze, SM 5</p>		

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

<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners							
	63% [188 students] made learning gains on FCAT Reading in 2011 – 2012.	65% [194 students] will make learning gains on FCAT Reading in 2012 – 2013.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

**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>	Baseline data: 57% of students scored satisfactory or higher on FCAT Reading in 2011 – 2012.	65% of students will score satisfactory or higher on FCAT Reading in 2012 – 2013.	69% of students will score satisfactory or higher on the Reading state assessment.	72% of students will score satisfactory or higher on the Reading state assessment.	76% of students will score satisfactory or higher on the Reading state assessment.	79% of students will score satisfactory or higher on the Reading state assessment.
<u>Reading Goal #5A:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners							
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		



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

<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. Expected barriers for all subgroups include:  The amount of time allotted for development of reading skills may not be sufficient in providing extra assistance to students who are well below grade level.</p>	<p>5B.1. Targeted students may receive additional time on the SM5 program during times not during the Reading block, small group instruction from classroom teacher, and may be invited to attend after school tutoring in Reading.</p>	<p>5B.1. Administration Classroom teacher Reading Coach</p>	<p>5B.1. Monitoring of lesson plans to ensure time on SM5, small group instruction is being documented.  Classroom walkthroughs and informal/formal classroom observations.  On-going progress monitoring</p>	<p>5B.1. Data used during progress monitoring and FCAT Spring 2013 results.</p>		
<p><b>Reading Goal #5B:</b> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5<sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68% of white; 44% of black; 49% of Hispanic made a Level 3 on FCAT Reading in 2011 – 2012.  We did not have subgroups for Asian nor American Indian.</p>	<p>We expect 70% of white; 45% of black; 50% of Hispanic to make Level 3 on FCAT Reading in 2012 – 2013.  We did not have subgroups for Asian nor American Indian.</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

**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> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. Students not entering intermediate grades with the necessary background skills in order to perform satisfactorily on the FCAT reading portion of the test.	5D.1. Teachers will utilize materials on students' grade levels in order to fill gaps in reading skills.  Teachers will focus on FCAT tested reading skills in order to gain knowledge in test taking strategies.	5D.1. Teacher  Administration	5D.1. Teachers will plan and prepare lessons embedded in skills deficient of students.  Teachers will collaborate and share ideas on test taking strategies/	5D.1. Administrators will check lesson plans, conduct informal observations and classroom walkthroughs, progress monitoring and FCAT results in Spring 2013.		
<u>Reading Goal #5D:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	16% of SWD made satisfactory progress in reading on the FCAT 2011 – 2012.	18% of SWD will make satisfactory progress in reading on the FCAT 2012 – 2013.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

**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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Students not entering intermediate grades with the necessary background skills in order to perform satisfactorily on the FCAT reading portion of the test.	5E.1. Teachers will utilize materials on students' grade levels in order to fill gaps in reading skills.  Teachers will focus on FCAT tested reading skills in order to gain knowledge in test taking strategies.	5E.1. Teacher  Administration	5E.1. Teachers will plan and prepare lessons embedded in skills deficient of students.  Teachers will collaborate and share ideas on test taking strategies/	5E.1. Administrators will check lesson plans, conduct informal observations and classroom walkthroughs, progress monitoring and FCAT results in Spring 2013.		
<u>Reading Goal #5E:</u> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	48% of students did not make satisfactory progress in reading on FCAT 2011 - 2012.	50% of students will make Level 3 on FCAT Reading in 2012 - 2013.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b></p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>							
	PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Kagan Structures	ALL grade levels and subject areas	Kagan Consultant	School wide	October 8 <sup>th</sup> 7:30 – 3:00	Administrators will conduct classroom walkthroughs and informal/formal observations, teachers will note Kagan activities in lesson plans	Administration, Teachers Reading Coach
	Daily 5/CAFÉ Book Study	K – 5 teachers	FDLRS	Teachers voluntarily signed up for training	After school 2:15 – 3:15 on the following days: October 9, 16, 23, 30 and November 13	Participants will read books and have discussion sessions in training. In order to receive in-service points, participants will complete all scheduled meetings and assignments provided by trainer.	Teacher self-monitors

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



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

Common Core	K- 5	Kim Ervin	K - 1: Continue curriculum planning on Atlas Grades 2 <sup>nd</sup> and 3 <sup>rd</sup> teachers: district Reading Specialist to train	K – 1: 2 days Summer 2012 K – 1: Setpember 11 <sup>th</sup> K – 3: September 26 4 <sup>th</sup> and 5 <sup>th</sup> : November 7 <sup>th</sup>	Administrators will conduct classroom walkthroughs and informal/formal observations, teachers will note Common Core standards in lesson plans/Atlas mapping.	Teachers, Administration Reading Coach
SM5	K - 5	Lu Brannon, ITRT	Classroom Teachers	August 28, September 4 and October 23	Administrators will analyze SM5 reports, conduct classroom walkthroughs, and review lesson plans /Computer Lab for SM5 times and days	Administrators, Teachers

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

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

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will learn strategies on increasing student engagement when teaching reading.	Kagan Structures	Title 1 – Staff Development	\$1370.00
To support teachers in the implementation of the Common Core Standards	K – 5 Common Core Deconstructed Standards	Title 1 – Instructional Funds	\$1200.00
<b>Subtotal: 2570.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will have on-line access to Kagan activities, materials and articles to support in the implementation of Kagan structures in the classroom	Kagan Club	Title 1 – Instructional Funds	\$108.99
<b>Subtotal: 108.99</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will learn strategies on increasing student engagement when teaching reading.	Kagan Structures	Title 1 – Staff Development	\$2990.00 – consultant \$ 500.00 – travel expenses
Reading Coach to attend Kagan Structure on Higher Order Questioning	Kagan Structures	Title 1 – Staff Development	\$400.00
<b>Subtotal: 3890.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Implementation of Core Curriulum District based reading series	Replacements for the current adopted Reading series	Instructional Materials	\$3250.00

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

<b>Subtotal: 3250.00</b>			
<b>Total: \$9818.99</b>			

*End of Reading Goals*

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

**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. Students will not have opportunities in the classroom to verbalize understanding of the English language.	1.1. Teachers will utilize Kagan structures to allow for conversations and group activities.  Teachers will utilize ESOL strategies that target listening and speaking.	1.1. Administrators, ESOL Resource Teacher, Reading Coach	1.1. Active (LY) and monitored (LF) students will be monitored by the ESOL Resource Teacher, Administrators and Reading Coach progress monitor students 3 times a year.	1.1. Grade level indicators, Progress Report and Report Cards	
<b>CELLA Goal #1:</b> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	51% [49] scored proficient in Listening/Speaking on CELLA.					
		1.2.	1.2.	1.2.	1.2.	1.2.

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

		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. Students will not utilize strategies when attempting to comprehend fiction and nonfiction passages	2.1. Teachers will model, teach, and monitor the use of QAR strategies.  Teachers will model the use of UNRAVVEL strategies and monitor students to ensure the strategies are being utilized.  Teachers will utilize Kagan structures to increase student engagement during the 90 minute Reading block.  Teachers will utilize Close Reading to support students in acquiring skills to read passages critically.	2.1. Administrators, Teachers, Reading Coach, ESOL Resource Teacher	2.1. Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.	2.1. Grade level indicators, Progress Report and Report Cards	
<b>CELLA Goal #2:</b> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners	<b>2012 Current Percent of Students Proficient in Reading:</b>					
	55% [31] scored proficient in Reading on CELLA.					

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

		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**

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>	1.1. Students will not have the vocabulary background to write in English at grade level in a manner similar to non-ELL students.	2.1. Teachers will utilize vocabulary strategies through the Harcourt Reading series and the robust vocabulary provided. Teachers will focus on difficult vocabulary skills such as inflection endings, plural nouns through phonic lessons and Daily Oral Language.  Teachers will also utilize Kathy Robinson Writing program, specifically "Dinner Words" and the Daily Sentence Work.	2.1. Teachers, Reading Coach, ESOL Resource Teacher, Administrators	2.1. Administrators/Reading Coach collect writing samples from K – 5 classes and monitor the progress of students.  ESOL Resource Teacher collaborates with classroom teachers to provide support when necessary in areas of students' deficiencies.	2.1. Grade level indicators, Progress Report and Report Cards	
<b>CELLA Goal #3:</b> Avon Elementary continues to focus on effective strategies in the area of Reading instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop lifelong learners	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	24% [21] scored proficient in Writing on CELLA.					
		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**



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

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<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. Students continue to have a gap in skill proficiency as they move from grade level to grade level. All students have not mastered appropriate math facts/key concepts for the grade level.	1A.1. Students will practice math concepts at his/her level on SM5 daily.  After school tutoring for Grades 3 – 5 in Math.  Lesson Planning Collaboration within grade levels weekly.	1A.1. Administrators will monitor SM5 through reports.  Teachers will administer Pre and post assessments of students attending Math tutoring. Administrators will analyze growth.  Administrators will check lesson plans weekly.	1A.1. Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.	1A.1. Grade level indicators, Progress Report and Report Cards		

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

<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>					
K and 1 <sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2 <sup>nd</sup> through 5 <sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Standards.							
	58% [173] scored at Level 3 on FCAT Math in 2011 – 2012.	60% [200] will score at Level 3 on FCAT Math in 2012 – 2013.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1. Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.	1B.1. ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points.  Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.	1B.1. Administrator, Reading Coach, Teacher, District Liaison	1B.1. Progress Monitoring of IEP, school wide progress monitoring of individual students three times a year.	1B.1. IEP Goals/Performance of student  Alternate Assessment		

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

<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
K and 1 <sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2 <sup>nd</sup> through 5 <sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Access Points.							
	50% [4] scored at Levels 4, 5, and 6 on FAA Mathematics.	63% [5] will score at Levels 4, 5, and 6 on FAA Mathematics.					
		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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1. Students are not taught on his/her instructional level, therefore not reaching their fullest potential.</p>	<p>2A.1. Teachers will use supplemental materials provided in the core curriculum. Teachers will use these materials in small group instruction to ensure that instruction is taught at or above grade level to students.</p> <p>Utilization of the SM5 program</p> <p>ALEX computer program</p>	<p>2A.1. Teacher, administrators</p>	<p>2A.1. Teachers will monitor student growth through Pinnacle and small group instruction assignments.</p> <p>Teachers/administrators will analyze SM5 reports.</p> <p>Classroom teachers will view ALEX program to monitor usage.</p>	<p>2A.1. Grade level indicators, progress and report cards</p>		
<p><u>Mathematics Goal #2A:</u> K and 1<sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2<sup>nd</sup> through 5<sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Standards.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	25% [75] scored at Levels 4 and 5 on FCAT Math.	28% [84] will score at Levels 4 and 5 on FCAT Math.					
		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. Students do not demonstrate proficiency in math skills.	2B.1. Teacher will plan activities and assignments based on Access Points of the NGSSS.  Teacher will collaborate with district liaison in order to provide appropriate materials and resources to students.	2B.1. Teacher, Administrators, District Liaison	2B.1. Progress Monitoring of IEP, school wide progress monitoring of individual students three times a year.	2B.1. IEP Goals/Performance of student  Alternate Assessment  Classroom Walkthroughs, Informal/Formal Observations		
<u>Mathematics Goal #2B:</u> K and 1 <sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2 <sup>nd</sup> through 5 <sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Access Points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38% [3] scored at or above Level 7 on FAA Mathematics.	50% [4] will score at or above Level 7 on FAA Mathematics.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
--	--	-------	-------	-------	-------	-------	--

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



**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>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. Students continue to have a gap in skill proficiency as they move from grade level to grade level. All students have not mastered appropriate math facts/key concepts for the grade level.	3A.1. Students will practice math concepts at his/her level on SM5 daily. After school tutoring for Grades 3 – 5 in Math. Lesson Planning Collaboration within grade levels weekly.	3A.1. Administrators will monitor SM5 through reports. Teachers will administer Pre and post assessments of students attending Math tutoring. Administrators will analyze growth. Administrators will check lesson plans weekly.	3A.1. Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.	3A.1. Grade level indicators, Progress Report and Report Cards		
<u>Mathematics Goal #3A:</u> K and 1 <sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2 <sup>nd</sup> through 5 <sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Standards.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56% [167] made learning gains on FCAT Mathematics in 2011 – 2012.	58% [194] will make learning gains on FCAT Mathematics in 2012 – 2013.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

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

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

		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. Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.	3B.1. ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points.  Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.	3B.1. Teacher, Administrators, District Liaison	3B.1. Progress Monitoring of IEP, school wide progress monitoring of individual students three times a year.	3B.1. IEP Goals/Performance of student  Alternate Assessment  Classroom Walkthroughs, Informal/Formal Observations		
<u>Mathematics Goal #3B:</u> K and 1 <sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2 <sup>nd</sup> through 5 <sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Access Points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% [0] made learning gains on the FAA Mathematics 2012.	25% [1] will make learning gains on the FAA Mathematics 2013.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
--	--	-------	-------	-------	-------	-------	--

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

**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>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1. Students continue to have a gap in skill proficiency as they move from grade level to grade level. All students have not mastered appropriate math facts/key concepts for the grade level.	4A.1. Students will practice math concepts at his/her level on SM5 daily. After school tutoring for Grades 3 – 5 in Math. Lesson Planning Collaboration within grade levels weekly.	4A.1. Administrators will monitor SM5 through reports. Teachers will administer Pre and post assessments of students attending Math tutoring. Administrators will analyze growth. Administrators will check lesson plans weekly.	4A.1. Students will be progress monitored three times a year to discuss and determine rate of progression at each grade level; Classroom walkthroughs and informal observations; and teacher observation and assignments.	4A.1. Grade level indicators, Progress Report and Report Cards		
<b>Mathematics Goal #4:</b> K and 1 <sup>st</sup> Grade will focus on student success in Math through the Common Core Math Standards; 2 <sup>nd</sup> through 5 <sup>th</sup> grade will continue focusing on student success in Math through the Next Generation Sunshine State Math Access Points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	46% [138] made learning gains on FCAT Mathematics.	48% [161] will make learning gains on FCAT Mathematics.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	

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

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

		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
--	--	-------	-------	-------	-------	-------	--

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

**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>	58% of students scored satisfactory or higher on FCAT Mathematics.	60% of students will score satisfactory or higher on FCAT Mathematics.	64% of students will score satisfactory or higher on Mathematics state assessment.	68% of students will score satisfactory or higher on Mathematics state assessment.	72% of students will score satisfactory or higher on Mathematics state assessment.	76% of students will score satisfactory or higher on Mathematics state assessment.
<u>Mathematics Goal #5A:</u> Avon Elementary continues to focus on effective strategies in the area of Math instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we want to develop lifelong learners							
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		



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

<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. Students will not be prepared with foundational mathematical skills to succeed on the Math portion of FCAT.</p>	<p>5B.1. Teachers will expose students to Common Core math standards in the primary grades allowing students to dig deeper into the content.</p>	<p>5B.1. Teacher Administration</p>	<p>5B.1. Teacher will plan lessons to ensure Common Core standards are the center of curriculum and instruction.  Administration will conduct classroom walkthroughs, observations and check lesson plans weekly.</p>	<p>5B.1. Progress Monitoring three times a year and final promotion/retention status.</p>		
<p><u>Mathematics Goal #5B:</u> Avon Elementary continues to focus on effective strategies in the area of Math instruction in K – 5<sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we want to develop lifelong learners</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67% of White students; 46% of Black students; 51% of Hispanic students; Asian – N/A American Indian – N/A made satisfactory progress in mathematics.</p>	<p>We expect 70% of White; 48% of Black; 53% of Hispanic; Asian- N/A; American Indian – N/A to make satisfactory progress in Math on FCAT 2012- 2013.</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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

**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 mathematics.</b>	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
<u>Mathematics Goal #5C:</u>  Avon Elementary continues to focus on effective strategies in the area of Math instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we want to develop lifelong learners	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. Students will not be prepared with foundational mathematical skills to succeed on the Math portion of FCAT.	5D.1. Teachers will expose students to Common Core math standards in the primary grades allowing students to dig deeper into the content.	5D.1. Teacher Administration	5D.1. Teacher will plan lessons to ensure Common Core standards are the center of curriculum and instruction.  Administration will conduct classroom walkthroughs, observations and check lesson plans weekly.	5D.1. Progress Monitoring three times a year and final promotion/retention status		
<u>Mathematics Goal #5D:</u>  Avon Elementary continues to focus on effective strategies in the area of Math instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we want to develop lifelong learners	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	28% of the subgroup SWD made satisfactory progress on FCAT Math in 2011 – 2012.	30% of the subgroup SWD will make satisfactory progress on FCAT Math in 2012 – 2013.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

**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>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> Avon Elementary continues to focus on effective strategies in the area of Math instruction in K – 5 <sup>th</sup> grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we want to develop lifelong learners	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	52% of Economically Disadvantaged students made satisfactory progress in math.	We expect 53% of Economically Disadvantaged students to make satisfactory progress in math.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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

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

*End of Elementary School Mathematics Goals*



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

**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.	

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

<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.	

**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.	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.		

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

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

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

**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>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.		

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

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

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



**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>4. 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 #4:</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.	

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

**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>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.		

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

<u>Mathematics Goal</u> <u>#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.	

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

**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 mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics 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		

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

<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.	

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



**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>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*

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

**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.

**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 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.	

**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>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.	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

**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.	

**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. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Algebra 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**

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.		

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

<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.	



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

**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>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		

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

<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.	

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

**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>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*

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

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

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

<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.	

**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. 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.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<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.		



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

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.	

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

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

**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>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		

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

<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.	

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

**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>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>							
---	--	--	--	--	--	--	--

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

**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
Grade Level Planning/ Collaboration	K - 5	Team Leaders	All classroom teachers	Weekly; ongoing through school year	Administrators will conduct classroom walkthroughs, formal and informal observations to ensure effective mathematical strategies are being taught.  Lesson plans will be checked weekly by administrators to monitor objectives, strategies and assessments being utilized in the classroom are aligned to standards and are appropriate for the students.	Administrators, Teachers
SM5 Computer Program	K - 5	Instructional Technology Resource Teacher	All classroom teachers	As needed throughout the year	Administrators will analyze SM5 reports of students' growth in math.  Teachers will analyze SM5 reports for growth and time on task in the computer program.	ITRT, Administrators, Teachers
Kagan Structures	K - 5	Kagan Consultant	All classroom teachers	October 8, 2012 7:30 - 3:00	Administrators will conduct classroom walkthroughs, formal and informal observations to ensure Kagan structures are utilized during math instruction.  Lesson plans will be checked weekly by administrators to monitor objectives, strategies and assessments being utilized in the classroom, with Kagan structures embedded throughout lessons.	Administration, Teachers

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

**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
Effective Planning/Collaboration	MacMillan Math Textbook	Instructional Materials	\$3250.00
<b>Subtotal: \$3250.00</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
Tutoring in Math instruction for students Grades 3 – 5.	Teacher salaries and materials		
<b>Subtotal: 3250.00</b>			
<b>Total: \$3250.00</b>			

*End of Mathematics Goals*



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

**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		

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

<p><b>1A. FCAT 2.0:</b> <b>Students scoring at Achievement Level 3 in science.</b></p>	<p>1A.1. Students will not have the background knowledge needed to be successful on the FCAT Science test.</p> <p>Lack of professional development for teachers in the use and understanding of the newly adopted Science textbooks and materials.</p>	<p>1A.1. Administrators arranging for on-site training for teachers on the newly purchased Science series – Scott Foresman/ Pearson to assist in an aligned instruction and curriculum program.</p> <p>Supplemental materials – Options; Comprehensive Science Assessment – purchased for extra support in Science curriculum</p> <p>After school tutoring in Science for 5<sup>th</sup> Graders.</p>	<p>1A.1. Teachers, Administrators</p>	<p>1A.1. Teachers will monitor students’ progress through Pinnacle grading system; administrators will conduct classroom walkthroughs, informal and formal observations</p>	<p>1A.1. Assessments given in classroom; Performance Matters Baseline Science tests; pre and post test of Science tutoring students</p>		
<p><b>Science Goal #1A:</b> Avon Elementary strives for quality instruction in Science and an aligned curriculum that best meets the needs of our students.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>49% [49] scored at Level 3 on FCAT Science in 2011 – 2012.</p>	<p>52% [52] will score at Level 3 on FCAT Science in 2012 – 2013.</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	

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

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

<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p>	<p>1B.1. Students will not have the background knowledge needed to be successful on the FAA Science test.</p>	<p>1B.1. Ensure students have instruction in the Access Points of the NGSSS.  Hands on activities to promote an interest in Science</p>	<p>1B.1. Teachers, administrators</p>	<p>1B.1. Teacher will monitor students' progress through Pinnacle grading system and by student observation; administrators will conduct classroom walkthroughs, informal and formal observations</p>	<p>1B.1. Assessments in the classroom, student observation, pinnacle</p>		
<p><b>Science Goal #1B:</b>  Avon Elementary strives for quality instruction in Science and an aligned curriculum that best meets the needs of our students</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>50% [1] will score at Levels 4, 5, 6 on FAA Science.</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

**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		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2A.1. Students will not have the background knowledge needed to be successful on the FCAT Science test.</p> <p>Lack of professional development for teachers in the use and understanding of the newly adopted Science textbooks and materials</p>	<p>2A.1. Administrators arranging for on-site training for teachers on the newly purchased Science series – Scott Foresman/Pearson to assist in an aligned instruction and curriculum program.</p> <p>Supplemental materials – Options; Comprehensive Science Assessment – purchased for extra support in Science curriculum</p> <p>After school tutoring in Science for 5<sup>th</sup> Graders.</p>	<p>2A.1. Teachers, administrators</p>	<p>2A.1. Teachers will monitor students' progress through Pinnacle grading system; administrators will conduct classroom walkthroughs, informal and formal observations</p>	<p>2A.1. Assessments given in classroom; Performance Matters Baseline Science tests; pre and post test of Science tutoring students</p>		

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

<b>Science Goal #2A:</b> Avon Elementary strives for quality instruction in Science and an aligned curriculum that best meets the needs of our students	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	12% [12] scored at or above Level 4 on FCAT Science.	15% [15] will score at or above Level 4 on FCAT Science.					
		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 science.</b>	2B.1. Students will not have the background knowledge needed to be successful on the FAA Science test.	2B.1. Ensure students have instruction in the Access Points of the NGSSS.  Hands on activities to promote an interest in Science	2B.1. Teachers, administrators	2B.1. Teacher will monitor students' progress through Pinnacle grading system and by student observation; administrators will conduct classroom walkthroughs, informal and formal observations	2B.1. Assessments in the classroom, student observation, pinnacle		
<b>Science Goal #2B:</b> Avon Elementary strives for quality instruction in Science and an aligned curriculum that best meets the needs of our students	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	100% [3] scored at or above Level 7 on FAA Science.	100% [2] will score at 7 or above on FAA Science.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

*End of Elementary and Middle School Science Goals*

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

**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:</b> <b>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>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Florida Alternate Assessment High School Science Goals*

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

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

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



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

	<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.		

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

<b>Biology 1 Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<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*

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

**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
Training on Pearson textbook materials	4 <sup>th</sup> and 5 <sup>th</sup>	Pearson Consultant	4 <sup>th</sup> and 5 <sup>th</sup> grade teachers	September 26, 2012	Teachers will collaborate when writing Science lesson plans; administrators will check lesson plans weekly; administrators will conduct classroom walkthroughs and informal observations	Teachers, Administrators
Training on Pearson textbook materials	K – 3	Pearson Consultant	K – 3 Classroom teachers	November 7, 2012	Teachers will collaborate when writing Science lesson plans; administrators will check lesson plans weekly; administrators will conduct classroom walkthroughs and informal observations	Teachers, Administrators

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

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

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

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

Purchase newly adopted Scott Foresman/ Pearson Science materials	District orders all newly adopted textbooks	Instructional Materials	\$26,962.00
Purchase Options supplemental materials	Comprehensive Science Assessment – Options is supplemental materials to assist with test taking skills.	Instructional Materials	\$ 1398.00
<b>Subtotal: \$28,360.00</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:</b>			

*End of Science Goals*

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

**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		

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

<p><b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1A.1. Increased expectations of the state that students will write a complete composition in 60 minutes with basic conventions and quality of support being scored more stringently.  Students having the stamina and maturity to endure writing for 60 minutes – proofreading, editing and revising in the same sitting.</p>	<p>1A.1. Teachers will work diligently in preparing students in more rigorous Writing curriculum and instruction to prepare for the new FCAT 2.0 Writing test.  After school tutoring for Writing instruction.  District office personnel to train teachers in the new scoring rubric for the FCAT 2.0 Writing test.  Writing samples will be submitted monthly in grades K – 5.</p>	<p>1A.1. Teachers, Administrators, Reading Coach</p>	<p>1A.1. Analysis of monthly Writing samples.  Pre and post tests in after school tutoring.  Teachers will collaborate to score writing papers on a regular basis.</p>	<p>1A.1. The numbers of students scoring satisfactorily on the new FCAT 2.0 Writing test.</p>		
<p><u>Writing Goal #1A:</u> Our goal for our students at Avon Elementary is to develop writing skills in the primary grades that align with Common Core standards; and ensure students are prepared for the FCAT Writing assessment in the intermediate grades.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>85% [75] scored a Level 3 or higher on the FCAT Writing test in 2011 – 2012.</p>	<p>87% [76] of the students will score a Level 3 or higher on the FCAT Writing test in 2012 -2013.</p>					

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

		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1. Students will not have the basic writing skills necessary to be successful on the FAA Writing test.	1B.1. Teaches will incorporate writing into the Reading program when appropriate.  Teacher will model proper writing responses for students.  Teacher will monitor students' writing closely to determine proper instruction.	1B.1. Teacher, Administrators	1B.1. Teacher will gather materials and collaborate with others to brainstorm ideas on integrating Reading and Writing.  Teacher will plan and prepare meaningful lessons for the students.	1B.1. Writing Samples, Lesson Plans, Informal Observations, Walkthroughs		
<b>Writing Goal #1B:</b> Our goal for our students taking the Florida Alternate Assessment at Avon Elementary is to develop writing skills in students to benefit them in real world settings.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% [2] students scored at 4 or higher on the FAA Writing test in 2011 – 2012.	100% [2] students will score at 4 or higher on the FAA Writing test in 2012 – 2013.					
		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**

**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
Scoring FCAT 2.0 Writing Test	4 <sup>th</sup> Grade	Kim Irwin	4 <sup>th</sup> Grade Teachers	November 7th	Teachers will submit monthly writing samples to administration	Administration

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

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

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



**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
Writing Tutoring for 4 <sup>th</sup> grade students			
<b>Subtotal:</b>			
<b>Total:</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.	

**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. 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.	

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

**Civics 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>							
	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

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

**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:</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.	

**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. 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>

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



**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:</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. Parental Involvement is a barrier we anticipated in parents adhering to attendance policies.  Recognition of classes that have "Perfect Attendance" during any given week. The class is presented a certificate which is announced on the morning announcements school wide.</p>	<p>1.1. Connect Ed school wide call out to parents whose child(ren) are absent. This allows parents to be notified that a written excused note is required upon the child's return to school and the importance of attending class to ensure children receive adequate instruction.  SARC will be utilized to address excessive tardies and absences.</p>	<p>1.1. Administrators, Guidance Counselor, School Attendance Review Committee</p>	<p>1.1. Review attendance data monthly and annually to identify students with excessive absences and tardies.</p>	<p>1.1. Genesis databas</p>		
<p><b>Attendance Goal #1:</b> We continue to encourage parents to adhere to the attendance policies set by the district.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>Avon Elementary's attendance rate was 93% [582].</p>	<p>Avon Elementary's expected attendance rate for 2012 – 2013 is 95% [594]/</p>					

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

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	In 2011 – 2012, there were 163 students with 10 or more (excessive) absences.	In 2012 – 2013 we expect there to be 155 students with 10 or more (excessive) absences.					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	In 2011 – 2012, there were 94 students with excessive tardies (10 or more.)	In 2012 – 2013 we expect there to be 90 students with excessive tardies (10 or more.)					
		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**

**Attendance 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
Attendance Data Analysis	Curriculum Leadership Team	Administrators	Team Leaders, Reading Coach, Guidance Counselor, Administrators	Ongoing and at the end of the year	Administration will continue to monitor attendance rates and share with Team Leaders.	Administrators

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

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

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

**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:</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>I.1. Students do not have skills and knowledge to follow the rules and procedures.  Students not having the motivation to follow rules and procedures.</p>	<p>I.1. Teachers will implement the Leader In Me – Covey’s 7 Habits of Highly Effective Students.  Ongoing recognition of students following and displaying the 7 Habits.  Lighthouse Team established to guide school in sustaining the program and making it visible around campus.  Parent Night to involve parents in Leaders In Me and the impact on students and school.  Implementation of Classroom Greeters, all students having jobs in classroom to promote responsibility.</p>	<p>I.1. Teachers, Administrators</p>	<p>I.1. Analysis of Discipline data with Team Leaders  Monthly meetings with CLTs to share and check in on Leader in Me happenings around campus  Administrators conducting classroom walkthroughs and informal and formal observations.</p>	<p>I.1. Genesis discipline data, parent and student surveys, and general culture of school</p>		
<p><b>Suspension Goal #1:</b>  Avon Elementary continues to work collectively and cooperatively with parents, teachers, and students to ensure that the suspension rate is monitored and needs addressed through communication and consistent rules, policies, and procedures.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					



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

	In 2011 – 2012 there were a total of 119 In-School Suspensions	In 2012 – 2013 we expect to have a total of 110 In-School Suspensions.					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	In 2011 – 2012 there were a total of 56 students who received in-school suspension.	In 2012 – 2013 we expect a total of 50 students receive in-school suspension.					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	In 2011 – 2012 there were a total of 22 Out of School Suspensions.	In 2012 – 2013 we expect to have a total of 20 to receive Out of School Suspensions.					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	In 2011 -2012 there were a total of 14 students who received out-of-school suspension.	In 2012 – 2013 we expect a total of 12 students to receive Out of School Suspensions.					
		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**

**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
Vision Day	School Wide	Connley Skeen, Covey Consultant	All Faculty and Staff	June 7, 2012	Implementation of strategies discussed at Vision Day by classroom walkthroughs and observations.	Administration
Implementation Day	School Wide	Connley Skeen, Covey Consultant	All Faculty and Staff	August 17, 2012	Implementation of strategies discussed at Implementation Day by classroom walkthroughs and observations.	Administration
Lighthouse Team	Select Teachers	Connley Skeen, Covey Consultant	School Leaders	September 28, 2012	Monthly meetings whereas committees report back to team. Surveys, observations, decrease in discipline will guide monitoring.	Administration, Team Members

**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

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

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

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Covey Train the Trainer	This will allow for AES to build capacity among faculty members and ensure longevity of implementation of the Leader in Me.	Title 1 – Staff Development	\$7384.00
Lighthouse Team Meeting	This will allow for AES to build capacity among faculty members and ensure longevity of implementation of the Leader in Me.	Title 1 – Staff Development	\$3840.00
<b>Subtotal: \$11,224.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Leader in Me Symposium	Administration and 2 teachers to attend to learn strategies to implement the Leader in Me and visit schools that are implementing the Leader in Me successfully.	Title 1 – Staff Development	\$1650.00
<b>Subtotal: 1650.00</b>			
<b>Total: \$12,874.00</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>	I.1. N/A	I.1. N/A	I.1. N/A	I.1. N/A	I.1. N/A		
<u>Dropout Prevention Goal #1:</u> N/A	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	N/A	N/A					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					
		I.2.	I.2.	I.2.	I.2.	I.2.	
		I.3.	I.3.	I.3.	I.3.	I.3.	

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through</b>						

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

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

<b>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
N/A						

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

**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
N/A			
<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		
<b>1. Parent Involvement</b>	1.1. Parents' schedules do not allow them to participate in traditional parent involvement activities.	1.1. Provide alternate times for parents to be involved, such as Coffee Club which is a PTO organization that allows parents to come to school when it's convenient for them to help classroom teachers with clerical-type duties.	1.1. Administration	1.1. If all duties are fulfilled in a timely manner.	1.1. If the duties are fulfilled, then the organization is successful and will continue to implement program.		

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

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p>Avon Elementary continues to promote and encourage different avenues for parents to be involved in their child's education. We have many activities throughout the year that encourage parent participation as well as encouraging parents to be supportive at home through homework time and engaging in their child's education.</p>							
	<p>We currently have 64% of our parents involved at some level in a variety of parent involvement activities at Avon Elementary.</p>	<p>We expect 67% of our parents to be involved at some level in a variety of parent involvement activities at Avon Elementary.</p>					
		<p>1.2. Parents are not aware of upcoming events that include parental involvement opportunities.</p>	<p>1.2. Utilization of Connect Ed, an automated call-out system to alert parents of upcoming events. These are done both in English and Spanish. Notices are sent home through the students in a timely manner, both in English and Spanish. Morning announcements which are televised each morning to all classrooms to remind students/teachers and any parent that may be on campus of upcoming events and encourage participation.</p>	<p>1.2. Administration, Guidance Counselor</p>	<p>1.2. If we have an increased number of parents attending the events at school.</p>	<p>1.2. Sign in sheets</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	



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

**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	Person or Position Responsible for Monitoring

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

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student Planners	2 <sup>nd</sup> – 5 <sup>th</sup> Graders agendas	Title 1	3237.00
Home to School Folders	Daily folders	Title 1	172.50
<b>Subtotal: \$3409.50</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
Family Night Materials	Items for the variety of activities during parent nights, flyers, postage	Title 1 parent involvement	\$7000.00
<b>Subtotal: \$7000.00</b>			
<b>Total: \$10,409.50</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
<p><u>STEM Goal #1:</u></p> <p>Students will have opportunities to participate in experimental and investigatory learning in the STEM subject areas.</p>	<p>1.1. Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math</p>	<p>1.1. Teachers will utilize the new Science Scott Foresman/Pearson series component that focuses on inquiry based learning.  Students will utilize the interactive textbook to become more familiar with inquiry based learning.</p>	<p>1.1. Classroom teacher and Administration</p>	<p>1.1. Progress Monitoring of students three times a year, teacher feedback on new Science series</p>	<p>1.1. Administration</p>
	<p>1.2. Lack of inquiry based science investigation focused on NGSSS.</p>	<p>1.2. Complete STEM activities that will focus on hands on integration using a variety of disciplines in math and science.</p>	<p>1.2. Classroom teacher and Administration</p>	<p>1.2. Administration will check lesson plans for STEM activities</p>	<p>1.2. Administration</p>
	<p>1.3. Students lack the ability to apply knowledge to critical thinking problems.</p>	<p>1.3. Complete STEM activities that will focus on hands on integration using a variety of disciplines in math and science</p>	<p>1.3. Classroom teacher and Administration</p>	<p>1.3. Administration will check lesson plans for STEM activities.</p>	<p>1.3. Administration</p>

**STEM Professional Development**

<b>Professional Development</b>						
---------------------------------	--	--	--	--	--	--

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

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

<b>(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**

**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> N/A	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> Please note that each Strategy does not require a						
--	--	--	--	--	--	--

**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**

**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: \$9818.99</b>
<b>CELLA Budget</b>	<b>Total: N/A</b>
<b>Mathematics Budget</b>	<b>Total: \$3250.00</b>
<b>Science Budget</b>	<b>Total: \$28,360.00</b>
<b>Writing Budget</b>	<b>Total: N/A</b>
<b>Civics Budget</b>	<b>Total: N/A</b>
<b>U.S. History Budget</b>	<b>Total: N/A</b>
<b>Attendance Budget</b>	<b>Total: N/A</b>
<b>Suspension Budget</b>	<b>Total: \$12,874.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: N/A</b>
<b>Parent Involvement Budget</b>	<b>Total: \$10409.50</b>
<b>STEM Budget</b>	<b>Total: N/A</b>
<b>CTE Budget</b>	<b>Total: N/A</b>
<b>Additional Goals</b>	<b>Total: N/A</b>

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

**Grand Total: \$64,712.49**

**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.)

<b>School Differentiated Accountability Status</b>		
Priority	Focus	Prevent

Are you reward school? Yes    No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes                  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC will meet four times a year to discuss general operations of Avon Elementary. SAC will review and analyze academic data in the following areas: Reading, Mathematics, Science and Writing. The SAC will advise the school on our School Improvement Plan. In addition, discussion and input will be sought from members and the general attendees with regard to the following: student attendance, discipline, and family involvement. Along with earlier data analysis the SAC will contribute to the development of the Mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department of Education to identify strategies for student achievement.

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

Describe the projected use of SAC funds.	Amount
Title 1 Budget consists of 1 teacher unit; 1 paraprofessional; 1% parent involvement, staff development, travel, subs, supplies	\$145,741.00