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: Lone Star Elementary	District Name: Duval (Duval County Public Schools)
Principal: Anastasia M. Washington	Superintendent: Ed Pratt-Dannals
SAC Chair: Myra Jones	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Anastasia M. Washington	Professional Certificates: Education: BA-Special Education, with special emphasis in Mentally Handicapped (K-12) Florida State University, 1981 Masters in Educational Leadership, Jacksonville University 2002 Doctorate Degree in Christian Education, Certificate of Completion Aspiring Leaders Academy Assistant Principal Academy Principal Certification	9	9	Principal of Lone Star Elementary School 2011-2012: School Grade A FCAT Reading - 62% proficient FCAT Math - 67% proficient FCAT Writing - 81% proficient FCAT Science - 55% proficient Reading Learning Gains- 71% Math Learning Gains-68% Reading Lowest 25%-77% Math Lowest 25%-52% Principal of Lone Star Elementary School 2010-2011: School Grade A FCAT Reading - 80% proficient FCAT Math - 84% proficient FCAT Writing - 85% proficient FCAT Science - 71% proficient Reading Learning Gains- 71% Math Learning Gains-71% Reading Lowest 25%-68% Math Lowest 25%-77% AYP Reading- met in all subgroups except Black, SWD, and ED AYP Math- met in all subgroups; 90% of AYP criteria met Assistant Principal of Lone Star Elementary School 2009-2010: School Grade 'A FCAT Reading - 83% proficient FCAT Math - 76% proficient FCAT Writing - 91% proficient FCAT Science - 66% proficient AYP Reading- met in all subgroups AYP Math- met in all subgroups except Black, SWD, and ED Reading Learning Gains -70% Reading Lowest 25% - 62% Math Learning Gains - 71% Math Lowest 25% - 68% 2008-2009: School Grade 'A' FCAT Reading- 83% proficient FCAT Math- 77% proficient FCAT Writing- 89% proficient FCAT Science-57% proficient AYP Reading–met in all subgroups AYP Math- met in all subgroups except Black, ED and SWD Reading Learning Gains- 78% Reading Lowest 25% - 68% Math Learning Gains - 70%

					Math Lowest 25% - 72% 2007-2008: School Grade 'A' FCAT Reading - 85% proficient FCAT Math - 76% proficient FCAT Writing - 75% proficient FCAT Science - 57% proficient AYP Reading – met in all subgroups AYP Math – met in all subgroups except Black, ED and SWD Total Writing Proficiency was not met Reading Learning Gains - 70% Reading Lowest 25% - 69% Math Learning Gains - 63% Math Lowest 25% - 56%
Assistant Principal	Mariah Gaskins	B.S.; Master of Elem. Ed/ Elem. 1st-6th; Ed. Leadership; National Board; Aspiring Leader's Academy, completed Assistant Principal's Academy	1	1	Assistant Principal of Lone Star Elementary 2011-2012: School Grade A FCAT Reading - 62% proficient FCAT Math - 67% proficient FCAT Writing - 81% proficient FCAT Science - 55% proficient Reading Learning Gains- 71% Math Learning Gains-68% Reading Lowest 25%-77% Math Lowest 25%-52% Instructional Coach/Arlington Heights Elementary *2009-2010* School Grade 'C'; FCAT Reading 53% at or above proficiency, Math 66% at or above proficiency, Writing 90%, Science 28% at or above proficiency; AYP 90% of criteria met *2008-2009* School Grade 'B'; FCAT Reading 58% at or above proficiency, Math 59% at or above proficiency, Writing 91%, Science 33% at or above proficiency; AYP 74% of criteria met *2007-2008* School Grade 'A'; FCAT Reading 66% at or above proficiency, Math 66% at or above proficiency, Writing 79% at or above proficiency, Science 25% at or above proficiency; AYP 74% of criteria met *2006-2007* (Math/Science coach) School Grade 'C'; FCAT Math 59% at or above proficiency, Science 28% at or above proficiency; AYP 87% of criteria met

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. On-site Professional Development – Teacher leaders are assigned to subject content areas to facilitate trainings and provide leadership and training to staff.	Content Area Lead Teachers	June 2013
2. Professional Learning Communities – Committees are formed at the beginning of each year specific to every content area. PLC's meet regularly to determine areas of focus based on assessment data	Administration Professional Learning Community Leaders	June 2013
3. CET trained teachers attend district Mentoring Academy and use effective strategies learned with mentees	PDF and Mentors	June 2013
4. Professional Development Facilitator (PDF) provides monthly meetings and on-going support to service MINT participants and mentors.	PDF	June 2013
5. Mentors will meet regularly with teachers who have less than three years experience and new to the district.	Mentors, Cadre	June 2013
6. Lead Magnet Teacher recruits during Magnet Mania and other Magnet related events	Magnet Lead	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All staff is Highly Effective. (100%/48)	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	1 (2.08 %)	12 (25%)	18 (37.5%)	17 (35.4%)	13 (27.08%)	47 (97.91%)	0	2 (4.16%)	25 (52.08%)

M. Rouse	S. Cameron K. Darlington G. Fernandez B. Harrison H. Hartman E. Kelly A. Kluge L. Ossi T. Sasser M. Schultz L. Smith E. Thies	M. Aiuppy H. Banks B. Barnhart-Dutton S. Bell-Cuyler C. Brock H. Burnett J. Chalmers M. Dennis-Gannon C. Fink A. Kimball L. Lynn M. Malmborg G. Quillen K. Smith D. Tate B. Vorpe J. Weber S. Wood M. Wysocki	A. Berrey C. Claxton R. Dutton L. Good D. Haskin L. Houston A. Huber M. Hull M. Ley S. Nye T. Miller J. Nesbitt S. Pruitt D. Rei J. Shifkey J. Smith C. Straight	S. Cuyler C. Brock R. Dutton C. Fink L. Good B. Harrison A. Huber M. Hull D. Rei J. Smith K. Smith C. Straight B. Vorpe			C. Brock J. Weber	B. Barnhart-Dutton C. Brock C. Claxton M. Dennis-Gannon L. Good H. Hartman D. Haskin A. Huber A. Kimball M. Ley L. Lindsay M. Malmborg T. Miller J. Nesbitt L. Ossi S. Pruitt G. Quillen D. Rei T. Sasser M. Schultz J. Shifkey K. Smith C. Straight E. Thies

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

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Mary Hull	Michelle Rouse	Ms. Rouse is a first year EBD Site Coach supporting both Intermediate and Primary units. Mrs. Hull is a veteran speech pathologist and she helps lead monthly MRT and RtI meetings. She is also a member of the school leadership team.	The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the fourth/last Tuesday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. Ms. Rouse will meet with the Principal once a week for a debriefing of each unit and to discuss next steps.
Debbie Tate	Lauren Ossi	Ms. Ossi is a 2nd year VE Resource teacher. Mrs. Tate is a veteran ESE teacher who has experience and great success with primary and intermediate students.	The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the fourth/last Tuesday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly.
Jaime Weber	Brooke Harrison	Mrs. Harrison is a second year Kindergarten teacher. Mrs. Weber has taught various primary grades for numerous year s with a proven track record of success in ELA and math.	The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the fourth/last Tuesday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly.

| Kimberly Smith | Holly Hartman | Ms. Hartmon is a first year Kindergarten teacher. Ms. Smith is the Kindergarten chair and a member of the school leadership team. She also serves as our school PDF. | The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the fourth/last Tuesday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. |

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

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

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Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal – Anastasia M. Washington Guidance Counselor – Richard Dutton ESE Admissions – Kathleen Kane ESE Liaison/SLP – Mary Hull Primary Gen. Ed. Teacher – Mary Ley Intermediate Gen. Ed. Teacher – Sandra Pruitt Intermediate Gen. Ed. Teacher - Cheryl Fink ESE Teacher – Lauren Ossi ESE Site Coach – Michelle Rouse RtI Liaison and Facilitator – Tiffany Sasser School Psychologist – Laura Nielson
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? Review progress monitoring data at specific grade levels to identify students who are meeting and or exceeding benchmarks at moderate or high risk for not meeting benchmarks. The leadership team will bring to us behavior intervention plans and other documents dealing with classroom behaviors. We will gather documents from physicians and other agencies that we will analyze, interpret and implement interventions and research-based strategies for students. Teachers analyze data from class and district during bi-weekly PLCs. Struggling students are identified and interventions are designed and put into practice. Continuously struggling students are referred to the MTSS/Problem Solving Team to collaborate on research based next steps. The teacher brings collected data in graph form to share and discuss with the team. A monitoring date of 4-6 weeks is set to monitor student and intervention progress. Progress monitoring meeting reviews 4-6 weeks of data and either refers the child out, continues interventions, suggest new interventions, or refer to MRT for additional testing.

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

The school Problem Solving Team guides the faculty in reviewing data, with input from instructional teams. The draft SIP will be presented to the School Advisory Council (SAC) for review and recommendations. The School Improvement Writing Team will add recommendations and finalize the plan.

The School Improvement Team and the Leadership Team will revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to bring up to date instructional implementation and mid-year adjustments as data is studied.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Disaggregate FAIR data to direct individual groups for targeted instruction.
2. DRA 2 Focus for Instruction: Used to differentiate and plan for Guided Reading in the classroom.
3. FCAT
4. RtI Referral Sheets: Scheduled Tuesday Meetings (2X a month) to discuss data and outcome which is documented for Tier 2 and Tier 3 students.
5. Interim District Benchmark Inform Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks.
6. Data is summarized Mid-year SIP review and Mid-Year Stakeholders Meetings. All data is presented in graph form in our Data Room within our Media Center.
7. Classroom Data Tracking Sheets: Used to monitor weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data Tracking
   sheets will list and identify the bottom quartile students in each class and school-wide.

Describe the plan to train staff on MTSS.

The MTSS team members will take back information and documents to their respective grade level to be used throughout the grade levels. Mr. Dutton and Mrs. Hull will present to the faculty procedures of how to refer and document children's progress to the MTSS. Quarterly, the team will present this information to faculty and staff. The school psychologist, Laura Nielson will also process evaluations and help present strategies throughout the year during ER trainings. Information will be disseminated through emails, PLCs, Early Release, and mentoring sessions.

Describe the plan to support MTSS.

The MTSS Leadership Team will work collaboratively with and be supported by Administration as they provide feedback from classroom walk-throughs, PLCs, and informal CAST observations. Effective practices with researched based materials will be observed during PLCs and class time. Scaffolding methods such as modeling, and co-teaching will be utilized until each teacher is effective with Tier 1, 2 and 3 practices and resources.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Principal – Anastasia M. Washington
Assistant Principal – Mariah Gaskins
Primary Gen. Ed Teacher – Brooke Harrison
Primary Gen. Ed Teacher – Jackie Shifkey
Primary Gen. Ed Teacher- Gabrielle Quillen
Intermediate Gen. Ed Teacher – Elizabeth Kelly
Intermediate Gen. Ed Teacher – Lindsay Lynn
Intermediate Gen. Ed Teacher – Beth Thies
Intermediate Gen. Ed. Teacher – Dianna Rei
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team meets monthly before school to analyze grade level assessments, classroom and individual student data collected from teachers in all content areas. This data is disaggregated and trends are studied. Subgroups and learning gains and losses are tracked, interventions are discussed, put into place and students are monitored as needed. Administration will take an active role in performing Classroom Walk-Throughs, training, and debriefing with all content area teachers to increase learning gains. A. Washington will monitor EBD, fourth grade and Kindergarten. Mr. Dutton will monitor EBD, first and fifth grades and Ms. Gaskins will monitor EBD, second and third grades.

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

For the 2012 - 2013 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective Tier 1 Core Instructional Practices that match the rigor of Common Core and 2.0 content expectations. To support the process, all teachers will attend and actively participate in grade level PLCs, and early release trainings. This year our focus will be for Tier 1 instruction to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction aligned to the content standards of the school and district reading / language arts values using text complexity, text dependent questions and close reading strategies.

Teachers in grades 3-5 will develop strategies to increase student reading proficiency levels after being exposed to an explicit training to understand FCAT specifications which will be the primary focus in order to align Core Teaching Practices, with exposure to the Common Core State Standards.

A plan will be developed to improve performance for all AMO groups incorporating reading strategies in all of the content area

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

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Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Teachers are not effectively analyzing benchmark and FAIR data to guide core instruction or small group interventions.	1a.1. Provide teachers with professional development on how to access, analyze, interpret and use data appropriately to guide core and small group instruction	1a.1. Literacy Leadership Team Reading Coach District/ State Reading Coach MTSS Leadership Team Academic Awareness Team	1a.1. Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	1a.1. FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports		

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Reading Goal #1a: In 2013, students in grades 3, 4 and 5, 64% (205/321) will achieve level 3 on the FCAT Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The 2012 current level of proficiency is 62%	**The 2013 proficiency target is 64% (205/321)**				
		1A2. 25% of our students are new to Lone Star, their 2012 scores were below proficiency.	1A.2. Teachers will use explicit modeling of reading strategies in small groups with targeted students.	1A.2. Administration Literacy Leadership Team	1A.2. PLC's Classroom Visits Mini assessments	1A.2. Classroom walk-through Rubric FAIR Assessment Data Interim Benchmark Data CAST Grade Level Minutes	
		1.A.3	1.A.3	1.A.3	1.A.3	1.A.3	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Time constraints due to extra support and resources channeled to bottom quartile	2A.1. Utilize resource teachers and assistants for enrichment during RtI.	2A.1. Administrator s, Cadre, and Assigned District Coach	2A.1. Administrators will monitor assessment data of class profile sheet.	2A.1. Monitoring of assessment data profile sheet; district benchmark results		
Reading Goal #2A: In 2013 the percentage of students scoring above proficiency (FCAT Levels 4 and 5) will be 35%. (112/321)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3rd – 35% 4th – 32% 5th – 23%	The 2013 expected levels for 4 & 5th is 35%.(112/321)					

		2A.2. Lack of instructional rigor in primary and intermediate classes, which include differentiated instruction and documented RtI	2A.2. Utilize weekly PLCs and bi-weekly Early Release times to provide training on differentiated instruction and the RtI process with corresponding data collection.	2A.2. Literacy Leadership Team	2A.2. Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading	2A.2. FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Compass Odyssey FCAT Explorer Reports	
		2A.3 Teachers' have limited knowledge of the reading content and how to effectively teach it across other content areas to enrich high performing students	2A.3. Teachers will receive professional development on small group reading strategies, content base guided reading, and content base instruction through planning.	2A.3. Literacy Leadership Team District Assigned Reading Coach	2A.3. Weekly mini-assessments, Biweekly Progress Monitoring Assessments District Reading Interim Benchmark/FAIR Results Lesson Plans Classroom Walkthroughs Data Notebooks	2A.3. FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans FCAT Explorer Reports Student Portfolios CAST Inform Reports	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	N/A	*N/A*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3.1. Time constraints during the reading block	3.1.. Teacher will share best practices for structuring reading block/time during LLT and Early Release	3.1. Teachers; Administration	3.1.Minutes from LLT and Grade Level Meetings	3.1. Observations		
Reading Goal #3A: In 2013, the percentage of students making learning gains on the Reading FCAT will be 73% (234)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71% (254)	73% (234)					

		3.2. Some students are not able to read silently for periods of time required by the FCAT.	3.2. Students will be asked to silently read with gradually increasing amounts of time to build stamina	3.2. Classroom teachers	3.2. Classroom teachers will monitor students' progress to determine needs.	3.2. Observations	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4.1. Time constraints in the daily schedule	4.1. Flexible guided reading groups; Differentiated instructional practices	4.1. Administration	4.1.Administration will review data and guide reading plans and notes	4.1.Progress Monitoring log		
Reading Goal #4A: In 2013 the percentage of students in bottom quartile making learning gains will be 50% (30/321)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43% (26/321)	50% (30/321)					

		4.2 Lack of district approved supplementary materials available for Tier II and Tier III interventions	4.2. Use FCIM, Florida Center for reading Research (FCRR) for intervention activities. Discuss possible strategies with problem-solving team.	4. 2 RtI Team; Problem-Solving Team, Administrators	4.2. Problem-Solving team will meet to discuss effectiveness of interventions in place	4.2. Documentation logs of RtI interventions with student progress charted	
		4.3Parents not able to get students to school early or are unable to pick students up after school	4.3. Target students not able to attend tutoring during RtI time.	4.3. Teachers	4.3. Review and monitor assessment data	4.3.FCAT Data, Benchmark, FAIR, DRAs	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Reading Goal #4B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	

		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	62%	66%	76%	79%	81%	84%
Reading Goal #5A: In six years we will reduce the achievement gap with a performance target of 84% proficiency rate by 2016-2017							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Students lack the ability to articulate; therefore they come to school with fewer words in their vocabulary than our students in middle class families	5B.1. Identify students in AYP subgroup and monitor their progress on the F.A.I.R. Assessment and Interim Reading Benchmarks	5B.1. Classroom Teachers Leadership Team	5B.1. Continuous tracking of student performance by subgroups	5B.1. School-based Assessments District based Assessments FCAT		

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Reading Goal #5B: *The white and black subgroups of non-proficient students will be decreased by 10%. (33/186)*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 21 Black: 23 Hispanic: N/A Asian: N/A American Indian: N/A	White:15 Black:18 Hispanic: NA Asian: NA American Indian: NA					
		5B.2. Students are transient causing high mobility throughout the school year	5B.2. Teachers as mentors Increasing reading support and resources at school and home Promote increased computer time at home utilizing FCAT Explorer and Destination Success	5B.2. Classroom Teachers Leadership Team	5B.2. Review and track student performance by subgroups	5B.2. School-based Assessments District based Assessments FCAT	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Teachers need additional training on differentiated instruction.	5C.1. Utilize Early Dismissal training time to provide professional development on differentiated instruction to include modeling and examples of differentiation.	5C.1. Principal and Assistant Principal	5C.1. Evidence of differentiation in lesson plans and increase in student gains on the District Benchmark Assessment.	5C.1. Lesson Plans Benchmark Assessment		
Reading Goal #5C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Teachers lack vocabulary instructional skills necessary to meet the needs of SWD	5D.1. Provide ongoing professional development on Vocabulary strategies for students.	5D.1. Classroom Teachers Vertical Literacy Team	5D.1. Observation and data from informal and formal observations in the classroom	5D.1. Lesson Plans Conference Logs Post Conferences		
Reading Goal #5D: **In 2013 we will reduce the number of SWD not making satisfactory progress from** 96% (24/25) **to** 80% (20/ 25).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24 (96%) of students did not make satisfactory progress in reading.	20 (80%) of students in the SWD subgroup will make satisfactory progress.					

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			5D.2. Provide books in a bag to send home for students who lack sufficient materials Book Swap set up for students who are not fortunate to have a reading library in their home	5D.2. Classroom Teachers	5D.2. Teachers will send home books with students and collect weekly Read At Home (RAH) sheets of books students have read	5D.2. DRA Running Records Reading Conferences	
		5D.3. Poor attendance prohibits continual success.	5D.3. Encouragement and awareness of student's home needs in each classroom; Incentives	5D.3. Classroom Teachers Attendance Intervention Team	5D.3. Monitoring of Genesis OnCourse data	5D4. Genesis On Course data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students identified as needing remediation are not able to stay after school for tutoring.	5E.2. Establish options for tutoring such as before and after school.	5E.2. Principal and Assistant Principal	5E.2. Monitor attendance of targeted students in before/after school tutoring	5E.2. Attendance records		
Reading Goal #5E: In 2013 30% (39/128) of students in the ED subgroup will make satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36% (45/128) students in the ED subgroup did not make satisfactory progress in reading.	**In 2013 30% (39/128)** students in the ED subgroup did not make satisfactory progress in reading					

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		5E.2. Lack of sufficient reading materials at home and/or greater mobility of students in lower income families who lack necessary supplies at home.	5E.2. Books in a Bag to send home for students who lack sufficient materials Book Swap set up for students who are not fortunate to have a reading library in their home	5E.2. Classroom Teachers	5E.2. Teachers will send home books with students and collect weekly Read At Home (RAH) sheets of books students have read	5E.2. DRA Running Records Reading Conferences	
		5E.3. Lack of support from home with assignments, class projects and homework	5E.3. Tutoring for students before/after school	5E.3. Classroom Teachers	5E.3. Parent Conferences	5E.3. Homework Logs Report Cards Progress Reports	

Reading Professional Development

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

Differentiation of Instruction Analysis of data/Workshop Model	K-5	Adm/Literacy Leadership Team	School-wide	Early Release Training	Administrators will review baseline data on classroom profile sheets initially by October 1and periodically after that time. Data and implementation of workshop model will also be reviewed during observations.	Principal, Assistant Principal
Guided Reading/Strategies/ Data dialogue	K-2	Literacy Leadership Team	School-wide	Early Release Training	Administrators will observe guided reading groups in classrooms. They will monitor lesson plans and guided reading logs to determine whether follow up is needed for individual teachers/grade levels	Principal, Assistant Principal
Guided Skills Groups	3-5	Literacy Leadership Team	School-wide	Early Release Training	Administrators will observe guided reading groups in classrooms. They will monitor lesson plans and guided reading logs to determine whether follow up is needed for individual teachers/grade levels	Principal, Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
After School Reading Tutoring for grades 3rd – 5th	SAC funds will be used to fund teacher salaries for afterschool tutoring	SAC Funds	TBD
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. The student is unable to use English to learn required concepts at or above grade level.	1.1. Students are pulled to work in small groups during RTI Implement "Text Talk" Utilize the specialized ESOL adopted series materials that focuses on vocabulary development	1.1. Classroom Teachers	1.1. Verbal responses, conferences	1.1. CELLA	
CELLA Goal #1: In grades 3-5, 16.6% (1/6) students tested scored proficient on 2012 CELLA. This number will increase to 2%	2012 Current Percent of Students Proficient in Listening/Speaking:					
	K-0% *1st-0%* *2nd-66%* *3rd-0%* *4th- 0%* *5th-100%.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Students come to us with imited English vocabulary	2.1 Guided reading with fidelity Skill specific and individualized instruction. Utilize Direct Instruction for newcomers Students will be provided with a dictionary in their native language if available Utilize picture word walls	2.1. Classroom teachers	2.1. Running Records, Conferencing, DRA	2.1 CELLA	
CELLA Goal #2: In grades 3rd-5th 33%(2) students tested scored proficient on 2012 CELLA. This number will increase to 35%	2012 Current Percent of Students Proficient in Reading:					
	K-0% *1st-0%* *2nd-0%* *3rd-0%* *4th- 50%* *5th-100%*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1 Limited reading and writing skills of ELL Students	3.1. Students are pulled to work in small groups during RTI

Implement "Six Traits of Writing"
Daily writing in journal across content areas

Students will be provided with a dictionary in their native language if available | 3.1 Classroom teachers | 3.1. District Writing Prompts Conferencing Monitoring Student Portfolios | 3.1. FCAT Writes FCAT Rubric Journals CELLA | |
| CELLA Goal #3:

In grades 3rd -5th, 33%(2) students tested scored proficient on 2012 CELLA. This number will increase to 35% | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | K-0%
1st-0%
2nd-0%
3rd-0%
4th- 50%
5th-100% | | | | | |

		3.2 Limited prior experience	3.2. Exposure to different types of literature, exposure to vocabulary, include hands on experiences, exposure to author's chair Utilize interactive white boards Create PMP's (Progress Monitoring Plan) to target student need(s) Create 'Virtual Field Trip' experiences using YouTube Utilize Interactive Word Walls Implement Word of the Day	3.2. Classroom teachers	3.2. Conferencing Monitoring Student Work FCIM data Prompts related to Virtual Field Trips using You Tube	3.2. FCAT Writes FCAT Rubric CELLA
		3.3.	3.3.	3.3.	3.3.	3.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1.A.1. Teachers are not using the disaggregated data in a timely manner to group students	1.A.1. Teachers will look at their data and set up plans to target specific students in the area of need.	1.A.1 Administration, Math Lead Teachers, TERC, Math VLT	1.A.1 Administrators will observe classroom instruction and review conference logs.	1.A1. Progress on District Assessments		

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, 69% of students will be proficient with a score of 3 or above.						
	67% (216/322) of students achieved proficiency in 2012	69% (215/321) of students will be proficient with a score of 3 or above				
		1.A.2. Teachers may not have a clear understanding of the FCAT Specifications and tested Benchmarks	1.A.2. Math Lead teachers will implement WOW training days. Teachers will meet in grade level groupings to "unpack" the standards, determining the cognitive complexity and level of instruction needed for mastery of the standards. Specific instruction will be given to developing effective strategies to teach the identified math areas of need. Provide Early Release training to analyze low areas based on current data and determine necessary instruction.	1.A.2. Administration, Math Lead Teachers District Assigned Math Coach	1.A.2. Review of grade level minutes Follow up implementation of trainings in classroom observations Review of Data notebook Lesson plans Data chats (grade level and individual)	1.A.2. Student performance of District Assessments End of Unit Assessments

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		1A.3. Many teachers are not creating lessons which follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice	1A.3. Teachers will plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction will be determined by reviewing common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	1A.3. Principal Assistant Principal Math VLT Representatives MTSS/Problem Solving Team	1A.3. MTSS/ RtI team will review results of common assessments data bi-weekly to determine progress toward benchmark.	1A.3. Common NGSSS Assessments	

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Mathematics Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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| Mathematics Goal #1B:

N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2.A.1. Lack of resources developed specifically for math enrichment	2.A.1. Provide resources and training to assist teachers in identifying specific strengths/ weaknesses of proficient students and how to use the data to differentiate and provide enrichment activities	2. A.1. Technology Lead Teachers using Pearson, Math Lead Teachers, Administration, District Math Resource Support	2. A.1. Observation of implementation in the classroom	2. A.1. Profile sheet, lesson plans documenting differentiation for proficient students		
Mathematics Goal #2A: 30% (96/321) of all students in grades 3-5 will score at or above level 4 on the NGSS component of the Math FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (86/322)	*30% (96/321)*					

		2. A.2 Limited time during math block to adequately address needs of high performing students	2. A.2Provide training in strategies, EnVisions problem solving strategies handbook, problem solving record sheet, incorporating EnVision problem solving lesson from each topic	2. A.2 Administration, Math Lead Teacher	2. A.2 Administrators will observe in classrooms and review lesson plans	2. A.2 Progress on District Math Assessments	
		2A.3. Teachers are not utilizing student data to effectively provide enrichment activities for all students	2A.3. School-based math lead teachers and Math VLT will work collaboratively with teams through PLC's to create professional development for teachers on effective use of data to plan appropriate enrichment activities for all students in the form of extension lessons.	2A.3. Academy of Math Teachers TERC Team Administration District Assigned Coach	2A.3. Classroom Observations Walkthroughs Lesson Plans	2A.3. Interim Benchmark Assessments	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Teachers are not yet comfortable and familiar with Common Core Standards.	3A.1. Math VLT will provide training to familiarize teachers with the rigor and requirements of the Common Core.	3A.1. Math VLT	3A.1. Teacher Exit Tickets during Early Release Training	3A.1. Observation		
Mathematics Goal #3A: In 2013, 70% of all 3rd - 5th grade students will achieve learning gains in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	68% (218/322)	70% (225/321)					

		3.A.2. Limited time constraints during common planning time	3. A.2. Administrators will conduct quarterly data chats to review progress of students	3. A.2 Math lead Teachers, Classroom teachers, Administration	3 A.2 Monitor documentation and implementation of interventions used based on current data analysis and data chats	3. A.2 Progress on District Math Assessments	
		3A.3. Most teachers are not analyzing student work to effectively differentiate instruction for all students.	3A.3. Math lead teachers will collaborate with teachers during PLCs to analyze student work and develop math strategies and lessons that meet the needs of individual students.	3A.3. Principal Assistant Principal School-Based Teachers TERC Team	3A.3. Data Notebook Review, Data Chats (individual and grade level), Lesson Plans Classroom Observations	3A.3. Interim District Benchmark Assessments	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A	*N/A*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4.A.1. Students in the bottom quartile are often lacking basic math skills necessary to complete the higher complexity questions assessed at their grade level.	4. A.1. Analyze the student work of bottom quartile students to see where the work is breaking down. Provide interventions that are student specific in order to bring the bottom quartile students up to the level of their grade level peers.	4. A.1. Classroom Teachers, Administrators	4. A.1. Ongoing progress monitoring of bottom quartile students on common classroom assessments and district assessments	4. A.1. Bottom quartile student tracking sheet		
Mathematics Goal #4A: In 2013 55% (43/54) of the lowest quartile will make learning gains. The percentage in the lowest quartile making gains in math decreased from 74% in 2011 to 52% in 2012.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	52% (54/ 322) students made learning gains	55% (43/54)) will make learning gains					

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		4. A.2. Students lack basic computation and pre-requisite skills needed to be successful.	4. A.2. Use of tiered/ explicit instruction and vertical team planning will be used when working with small groups to help move students toward a level of proficiency	4. A.2. Math Lead Teachers MATH VLT District Math Support	4. A.2. Review of lesson plans reflecting groups determined by current data	4. A.2. Lesson plan documentation of grouping
		4. A.3. Lack of parent interest of students requiring greatest support	4. A.3. Family Math Night hosted by 3rd grade teachers to help parents help students	4. A.3. 3rd Grade Math Team Administration	4. A.3. Ongoing progress monitoring of bottom quartile students on common classroom assessments and district assessments	4. A.3. District Math Assessment results
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Mathematics Goal #4B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	75%	78%	80%	82%	84.%	87%

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Mathematics Goal #5A: **To reduce the number of students non-proficient in math by 5% a year over the next five years.**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Lack of parental support with homework assignments Insufficient reading materials in the home, and a lack of interest in reading. Poor attendance prohibits continual success.	5B.1. Three inclusion teachers and 3 EBD classroom paraprofessionals assist with teaching the students with disabilities.	5B.1. Classroom teachers Principal Assistant Principal	5B.1. Inclusion teachers will closely monitor student progress and plan collaboratively with general ed. teachers	5B.1. Assessments used with our regular ed. population are also administered to our Students with Disabilities. Data notebooks and RtI lesson plans will track student progress. Teachers will discuss data results of FAIR, DRA2, core reading assessments and Benchmarks during Professional Learning Community meetings, grade level meetings, and ER training sessions.		
Mathematics Goal #5 58% of students in the White and Black subgroup will make satisfactory progress in Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 22 Black:28 Hispanic: NA Asian: NA American Indian: NA	White: 24 Black: 34 Hispanic: NA Asian: NA American Indian: NA					

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		5B.2. Limited reading and writing skills of Students with Disabilities	5B.2. Students work in small groups with resource teachers. Students are pulled to work in safety net groups before, during and after school. Students have 30-45 minutes daily of Soar to Success instruction for continuous remediation.	5B.2. Principal Assistant Principal District Reading Staff Coach	5B.2. FAIR PMA's Quarterly grades District and Core Benchmarks Progress Reports	5B.2. 3 – 5 FCAT Final averages Final FAIR data	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Limited reading and writing skills of Students with Disabilities	5D.1. Students work in small groups with resource teachers Students are pulled to work in safety net groups before, during and after school. Students have 30-45 minutes daily of Soar to Success instruction for continuous remediation	5D.1. Principal Assistant Principal District Reading Staff Coach	5D.1. FAIR PMA's Quarterly grades District and Core Benchmarks Progress Reports	5D.1. 3 – 5 FCAT Final averages Final FAIR data		
Mathematics Goal #5D: In 2013 we will reduce the number of SWD students not making satisfactory progress in math 80% (20/25)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	96% (24/25) did not make satisfactory progress.	In 2013 we will reduce the number of SWD students not making satisfactory progress 80% (20/25).					

		5D.2. Limited understanding of math objectives, as a result of disabilities	5D.2. Small group remediation Classroom based interventions Differentiated instruction Technology integration SAI Tutoring	5D.2. Principal Guidance Counselor RtI team Classroom teacher ESE Support Personnel	5D.2. Monitoring student work Data meetings and BQ tracking sheets Cooperative lesson planning and differentiation between classroom and ESE teachers	5D.2. Final averages FCAT Scores Benchmarks PMA Performance tasks	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Poor attendance Frequent tardies Lack of sufficient Math manipulatives at home Lack of support from home with assignments, class projects and homework Greater mobility of students in lower income families who lack necessary supplies at home.	5E.1. Encouragement and awareness of student's home needs in each classroom Attendance Incentives Before/ Afterschool Tutoring and Homework Help Frequent Conferencing with Parents and students about learning goals and strategies. Parent Night	5E.1. Classroom Teachers Administration	5E.1. Conference Logs, Attendance Records	5E.1. FCAT and IBAs, End-of-unit assessments		
Mathematics Goal #5E: 30% (39/128) students will make satisfactory progress in math	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	36% (45) students did not make satisfactory progress in math	**In 2013 30% (39)** students will make satisfactory progress in math					
			5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Vertical Learning Team	K-5	Math Lead Teachers Administration	K-5 Math VLT	Once a month throughout the year	Meeting Minutes	Administration
Individual Professional Learning Plans	K-5	Administration	Classroom Teachers	October 12, review dates	Post-observation Conferences	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
After school tutoring – Math	Funding for teachers to tutor after school	SAC funds	TBD
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Teacher's lack the in depth content knowledge which hinders student performance.	1A.1. All Science teachers will attend one seventy-five minute PLC per grade level once a month to gain content knowledge of subject matter expected.	1A.1. Fifth Grade Science Teachers District-assigned Science Coach	1A.1. Focus walks Classroom observations	1A.1. FCIM Assessment data Classroom Walkthroughs Data Notebooks Lesson Plans FCAT Explorer Student Portfolios		
Science Goal #1A: A minimum of 57% (51/90) of grade 5 students will score Level 3 on the Science FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	55% (64/117)	57% (51/90)					
		1.A.2. Students lack of scientific vocabulary	1.A.2 Vocabulary(priority to science vocabulary) will be incorporated using differentiated instructional activities	1A2. Science Lead Teachers/ Administrators	1.A.2. Classroom Observations/District Benchmark Results	1.A.2. District and Classroom Assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N?A*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1E Ensuring science components (the 5 E's Planning model, NGSS, and core curriculum) are implemented with fidelity across **all** grade levels to decrease the number of students needing additional interventions and remediation.	2A1 **Tier 1:** All students will participate in inquiry based learning, Hands-on laboratory experiments following the district's scope and sequence pacing guide and the Five E's Planning Model.	2A1, Administration Fifth grade Science Teachers District Assigned Coach	2A1 Focus walks/classroom visits will be conducted by the administrative team and District Assigned Science Coach	2A1 Benchmark Assessment Data Lesson Plans Student Portfolios Classroom Walkthroughs Data Notebooks FCAT Explorer		
Science Goal #2A: A minimum of 9% of grade 5 students will score Level 4 or 5 on the Science FCAT.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	7% (8/117)	9% (10/90)					
		2.A2 Limited technology at computer lab and classrooms	2.A.2. Use of Gizmos to supplement Science curriculum to ensure mastery of Science	2.A.2. Science Lead Teachers/ Administrators	2.A.2. Data analysis by strand to determine level of science mastery.	2.A.2. District Science Benchmark Data	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.						
Science Goal #2B: *N/A*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	*N/A*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creating lesson plans releasing the 5 E's model	5th Grade	Fifth Grade Science Teachers	Fifth Grade Teachers	PLC's Early Release Training	Classroom Walk-through	Administration
Higher Questioning: Webb's Depth of Knowledge Item Specifications /Content	5th Grade	Fifth Grade Science Teachers	Fifth Grade Teachers	PLC's Early Release Training	Classroom Walk-through	Administration
Integration of STEM lessons	5th Grade	Fifth Grade Science Teachers	Fifth Grade Teachers	PLC's Early Release Training	Classroom Walk-through	Administration
FCIM	3-5 grades	District assigned coach	3-5 grade teachers	PLC's Early Release Training	Classroom Walk-through	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
After school Science tutoring	Funding for teacher salaries for after school tutoring	SAC funds	TBD

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

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]).

Writing Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students who are new to Florida and FCAT Writes.	1A.1. Assess district writing prompt and ramp up/ differentiate based on results.	1A.1. Administration 4th Grade Classroom Teachers	1A.1. District Monthly writing prompts, Conferencing Monitoring student portfolios	1A.1. 6 Trait Writing Rubric	
Writing Goal #1A: In 2013 90% of 4th grade students will **score 3.0** or above.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	81% (74/90)	90% (102/113)				
		1A.2. Higher expectations from the state for conventions and spelling area.	1A.2. Implement daily grammar practice and apply common spelling patterns across **all** grade levels.	1A.2. 4th Grade Teachers	1A.2. Published Student Writing District Writing Prompts	1A.2. Teacher/student made rubric 6 Trait Writing Rubric

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		1A.3. There is a lack of consistency in scoring a piece of writing at the level and rigorous expectations on the FCAT 2.0 Writing Rubric.	1A.3. Train teachers on rubric scoring for FCAT Writes 2.0	1A.3. Administration District Assigned Coaches	1A.3. District Writing Prompts	1A.3. Share Student Work	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1. NA	1B.1. NA	1B.1. NA	1B.1. NA	1B.1. NA		
Writing Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing and Scoring the Prompt	4th Grade Team	District Literacy Team	4th Grade Teachers	October, November 2012	Classroom Observations by Administration	Administration
WJCT Teach Conference, Common Core Standards	Multiple Grade Levels/ Subjects	Lucy Calkins	Classroom Teachers	September 2012	Classroom Observations/ Walkthroughs	Administration
Scoring the Writing Prompts	4th Grade Literacy	4th Gr. Teachers Leadership Team	4th Grade Literacy	September 2012	Administrators will observe classroom instruction to determine need for follow up for grade levels or individual teachers.	Administrators
Calibrating Writing Rubric	K-5	Literacy Leadership Team	Grade Level Meetings	November/December 2012	Administrators will observe classroom instruction to determine need for follow up for grade levels or individual teachers.	Administrators

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)			

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Strategy	Description of Resources	Funding Source	Amount
After school writing boot camp	Funding for teacher salaries to teach after school tutoring	SAC funds	TBD
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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Attendance Goal(s)

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

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

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1. Attendance	1.1. Parents do not always keep track of student absences	1.1. Teachers will call parents after 4 or more absences in a quarter and document the outcome of the phone call in their conference log.	1.1. Teachers, Guidance Counselor, AIT Team	1.1. Reduction in absences	1.1. Monthly attendance data in Genesis ./Attendance Roster		
Attendance Goal #1: The 2013 expected attendance goal is 90% (630) of our students will attend school regularly and not have over 20+ absences	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	The 2012 attendance rate was 11% (64/704) students had 20+ or more absences	The 2013 expected attendance goal is 90% (630/700) or more of our students will attend school regularly and not have over 20+ absences					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	The 2012 attendance rate was 36% (140) had 10 or more absences	The 2013 expected attendance goal is 25% (192) or more of our students will attend school regularly and not have more than 10 absences.					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	The 2012 tardy rate was 20% (204/704) students with 10 or more tardies	The 2013 tardy goal is 10% (135) or less students with 10 or more tardies					
		1.2. Lack of student motivation to come to school	1.2. Attendance updates and student expectations will be published in monthly newsletter	1.2. Teachers/Guidance Counselor/ CRT	1.2.Reduction in absences, tardies and early check outs	1.2. Attendance tracked monthly in OnCourse.	
		1.3Lack of parental understanding of the correlation to school attendance and student achievement	2.3. Teachers will refer any student who has five unexcused absences in a quarter to the AIT team.	1.3. Counselor AIT Team Administration	1.3. Reduction in unexcused absences	1.3. Monthly data sheets	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Recognizing Absenteeism/ Tardy Trends & School-wide Incentive Programs	K-5	District Truancy Representative	All Faculty and Staff	Early Release, AIT Meetings, Leadership Meetings	Oncourse Monitoring, Tardy Slips, Early Check-out, Genesis	Office Staff, Teachers, AIT
Parent Involvement	K-5	Classroom Teachers	All Faculty and Staff	Early Release, AIT Meetings, Leadership Meetings	Oncourse Monitoring, Tardy Slips, Early Check-out, Genesis	Office Staff, Teachers, AIT

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			
Subtotal:			

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1 Student's attitude toward learning and respectful behavior.	1.1 Provide incentives to students that meet behavior expectations Implement the Second Step Violence Prevention Curriculum Arlington Family Resource Center referrals Implement individual behavior contracts	1. Classroom teachers Foundations committee, School Counselor	1. Decrease of referrals ending with suspensions (OOSS) Observations of Students in Common Areas	1.1 SESSIR Genesis		
Suspension Goal #1: The 2013 suspension goal is to decrease the number of suspensions in 2013 (25/700)	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	There were 7 in-school suspensions in 2012	The expected 2013 goal of number of in school suspensions is 5					

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	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	The 2012 number of out of school suspensions is **56**	The expected 2013 number of out of school suspensions is **45**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	The 2012 number of students suspended out of school is 31	The expected 2013 number of students suspended out of school is **25.**					
		1.2 Students who are new to Lone Star are not familiar with CHAMPS and school culture/expectations.	1.2 Continue to train faculty in CHAMPS strategies Parent Night, Monthly Character Trait Program	2. Classroom Teachers Administrations	3. Decrease of referrals ending with suspensions (OOSS) Students in Common Areas	1.2 SESSIR Genesis	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Updates on school-wide discipline and data	K-5	Administration Guidance Counselor	Foundation Committee	Foundation committee meetings/ Faculty Meetings	Monthly Genesis Data	Administration Guidance Counselor
Behavior Intervention Training	K-5	District Behavioral Interventionist	All Faculty and Staff	Early Release	Monthly Genesis Data, Observations	Administration Teachers Guidance Counselor

Suspension Budget (Insert rows as needed)

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

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

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)).

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

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Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Parent Involvement	1.1.Limited parental support	1.1. Encourage parents to engage in student classroom activities each month	1.1. Principal Assistant Principal Leadership team Classroom teachers Parental Involvement Coordinator	1.1. Increase parental involvement evidenced by sign-in sheets	1.1. Attendance Sign-in sheets	
Parent Involvement Goal #1: Increase parental involvement by 2%.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
	67% (705)	69% (700)				
		1.2.Historically,parents have not attended Parent Training Programs (FCAT reading, writing, math and science)	1.2. Utilize School Messenger and OnCourse for awareness of academic communication	1.2. Principal Assistant Principal	1.2. Analysis of Parent Survey	1.2. Survey and Sign in sheets

		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Updates on school-wide discipline and data	K-5	Administration Guidance Counselor	Discipline Committee	Foundation committee meetings/ Faculty Meetings	Monthly Genesis Data Monthly Inform Data	Administration Guidance Counselor
Provide volunteer training	K-5	Volunteer Coordinator	ALL faculty and staff	Early Release	Exit Surveys	Leadership Team and Volunteer Coordinator

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
CELLA Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:

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	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
▫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.

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The SAC team will continue to support and work with Lone Star and the community to create a safe and orderly school environment to increase student academic achievement.

Describe the projected use of SAC funds.	Amount
SAC funds will be used to fund salaries for after school tutoring	To be determined in November