

# 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: Eccleston Elementary School	District Name: Orange County Public Schools
Principal: Tracy Webley	Superintendent: Barbara M. Jenkins
SAC Chair: Vivian Geary	Date of School Board Approval: Pending: January 29, 2013

**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	Tracy Webley	B.S. Elementary Education, M.A. Educational Leadership Certified in 1-12, ESOL, School Principal	2	5	<p>Eccleston Elementary School-                  2011 – 2012 – Grade A; 44% meeting high standards in reading, 47% meeting high standards in math, 73% meeting high standards in writing, 23% meeting high standards in science, 78% making learning gains in reading, 81% making learning gains in math, 91% of the students in the lowest 25% made learning gains in reading, 91% of the students in the lowest 25% made learning gains in math.                  2010-2011 – Grade C; 85% of AYP standards met, 53% meeting high standards in reading, 63% meeting high standards in math, 93% meeting high standards in writing, 24% meeting high standards in science, 60% making learning gains in reading, 66% making learning gains in math, 50% of the students in the lowest 25% made learning gains in reading, 67% of the students in the lowest 25% made learning gains in math.                  2009-2010 –Grade C; 74% of AYP standards met, 61% meeting standards in reading, 58% meeting high standards in math, 79% meeting high standards in writing, 25% meeting high standards in science, 61% making learning gains in reading, 52% making learning gains in math, 59% of the students in the lowest 25% made learning gains in reading, 59% of the students in the lowest 25% made learning gains in math.                  2008-2009 – Grade A; 97% of AYP standards met, 71% meeting high standards in reading, 68% meeting high standards in math, 94% meeting high standards in writing, 37% meeting high standards in science, 75% making learning gains in reading, 73% making learning gains in math, 73% of the students in the lowest 25% made learning gains in reading, 75% of the students in the lowest 25% made learning gains in math.</p>
-----------	--------------	--	---	---	---

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

Assistant Principal	Felecia E. Goodman	BS and Masters in Elementary Education Certification in Educational Leadership 1-12, ESOL	4	9	<p>2011 – 2012 – Grade A; 44% meeting high standards in reading, 47% meeting high standards in math, 73% meeting high standards in writing, 23% meeting high standards in science, 78% making learning gains in reading, 81% making learning gains in math, 91% of the students in the lowest 25% made learning gains in reading, 91% of the students in the lowest 25% made learning gains in math.</p> <p>2010-2011 – Grade C; 85% of AYP standards met, 53% meeting high standards in reading, 63% meeting high standards in math, 93% meeting high standards in writing, 24% meeting high standards in science, 60% making learning gains in reading, 66% making learning gains in math, 50% of the students in the lowest 25% made learning gains in reading, 67% of the students in the lowest 25% made learning gains in math.</p> <p>2009-2010 – Grade B; 85% of AYP standards met, 60% meeting high standards in reading, 71% meeting high standards in math, 93% meeting high standards in writing, 28% meeting high standards in science, 66% making learning gains in reading, 60% making learning gains in math, 66% of the students in the lowest 25% made learning gains in reading, 57% of the students in the lowest 25% made learning gains in math.</p> <p>2008-2009 – Grade A; 100% of AYP standards met, 61% meeting high standards in reading, 71% meeting high standards in math, 93% meeting high standards in writing, 22% meeting high standards in science, 73% making learning gains in reading, 82% making learning gains in math, 65% of the students in the lowest 25% made learning gains in reading, 90% of the students in the lowest 25% made learning gains in math.</p>
---------------------	--------------------	---	---	---	--

**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	Name	Degree(s)/	Number of Years at	Number of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
---------	------	------------	--------------------	-------------------------------------	---

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

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

Area		Certification(s)	Current School	Coach	Lowest 25%), and AMO progress along with the associated school year)
Reading	Bonnie Jack	B.S. Elementary Education; Certification: 1 – 6 Elementary Ed, Reading Endorsed, ESOL	7	5	<p>2011 – 2012 – Grade A; 44% meeting high standards in reading, 47% meeting high standards in math, 73% meeting high standards in writing, 23% meeting high standards in science, 78% making learning gains in reading, 81% making learning gains in math, 91% of the students in the lowest 25% made learning gains in reading, 91% of the students in the lowest 25% made learning gains in math.</p> <p>2010-2011 – Grade C; 85% of AYP standards met, 53% meeting high standards in reading, 63% meeting high standards in math, 93% meeting high standards in writing, 24% meeting high standards in science, 60% making learning gains in reading, 66% making learning gains in math, 50% of the students in the lowest 25% made learning gains in reading, 67% of the students in the lowest 25% made learning gains in math.</p>
CRT	Sheleen Burgess	B.S. Elementary Ed 1 – 6 M.A. Educational Leadership Certification: Elementary 1-6	17	11	<p>2011 – 2012 – Grade A; 44% meeting high standards in reading, 47% meeting high standards in math, 73% meeting high standards in writing, 23% meeting high standards in science, 78% making learning gains in reading, 81% making learning gains in math, 91% of the students in the lowest 25% made learning gains in reading, 91% of the students in the lowest 25% made learning gains in math.</p> <p>2010-2011 – Grade C; 85% of AYP standards met, 53% meeting high standards in reading, 63% meeting high standards in math, 93% meeting high standards in writing, 24% meeting high standards in science, 60% making learning gains in reading, 66% making learning gains in math, 50% of the students in the lowest 25% made learning gains in reading, 67% of the students in the lowest 25% made learning gains in math.</p>

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

TIF II	Laura Matthews	B.S. Elementary Ed Certification Elementary 1- 6, Pre K – 3	3	8	2011 – 2012 – Grade A; 44% meeting high standards in reading, 47% meeting high standards in math, 73% meeting high standards in writing, 23% meeting high standards in science, 78% making learning gains in reading, 81% making learning gains in math, 91% of the students in the lowest 25% made learning gains in reading, 91% of the students in the lowest 25% made learning gains in math. 2010-2011 – Grade C; 85% of AYP standards met, 53% meeting high standards in reading, 63% meeting high standards in math, 93% meeting high standards in writing, 24% meeting high standards in science, 60% making learning gains in reading, 66% making learning gains in math, 50% of the students in the lowest 25% made learning gains in reading, 67% of the students in the lowest 25% made learning gains in math.
--------	----------------	---	---	---	--

### 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. Beginning Teacher Program	Laura Matthews	June 2013
2. Teacher Mentoring Program – Continue with the school wide teacher mentoring program- new teachers have been paired up with veteran teachers for support and encouragement, this has been an on-going program that will continue	Laura Matthews/Sheleen Burgess	June 2013
3. Coaching Support Team - Eccleston Coaches are paired up with a teacher to support, monitor, coach throughout the year	Bonnie Jack, Sheleen Burgess	June 2013
4. Weekly Staff Recognition- Each Friday one teacher is selected by staff as the Gold Medalist of the week	Tracy Webley/Felecia Goodman	June 2013
5. Book Studies/PLC/Lesson Study	Leadership Team	June 2013
6. Staff Development – 2012-2013 Moving to Common Core	Leadership Team	June 2013

**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
Lisa Taylor-OOF Courses in progress  First Grade - PK/Primary	ESOL Classes
Pamela Rumph-OOF Courses in progress  Third Grade - Elementary Ed K-6	ESOL Classes

***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
37	8%(3)	8%(3)	68%(25)	16%(6)	24%(9)	0	8%(3)	0	94%(35)

***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**

Carlene Honor	Bonnie Jack	Leadership Team member assigned to grade level	New teachers meeting Weekly mentor/mentee meeting Monthly coaching meeting Staff Development Formal/Informal Assessments
Amanda Bohn	Crystal Hart	Team Leader member assigned by Academic Coach	New teachers meeting Weekly mentor/mentee meeting Monthly coaching meeting Staff Development Formal/Informal Assessments

**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 funds will be used to purchase positions for staff members who service our entire student population, such as (but not limited to) instructional support teachers, paraprofessionals, technology support person and hourly tutors. VPK is provided. SAI funds will be used to provide tutoring and materials for Level 1 Third Grade Students, Level 1 & 2 Fourth and Fifth Grade Students, Summer Reading Camp is available for Grade 3 students who scored Level 1 on FCAT,SES tutoring is funded by the federal government and provides tutoring for students on campus by state approved tutoring providers. This program takes place after school and is coordinated by an SES facilitator.
Title I, Part C- Migrant – N/A
Title I, Part D – N/A
Title II Title II funds are used to employ Dr. Walters, writing/grammar consultant.
Title III – N/A

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

<p>Title X- Homeless The Homeless Education Program, provided through the McKinney Vento Act, assists our students and their families if they are classified homeless. The School Staffing Coordinator and the Family Outreach Coordinator are the contacts for this program. They ensure parents are aware of services available to them.</p>
<p>Supplemental Academic Instruction (SAI) - The school provides free tutoring services and materials for students in first thru fifth grades. The tutoring focuses on Reading and Math. Our 3-5 students are offered tutoring on Saturdays.</p>
<p>Violence Prevention Programs We have the RTI-B Program school wide. Our school resource officer teaches the Super Kids program to the fifth grade students. We have a teacher/student mentoring program for students who are having social and academic challenges. We have Safe Ambassadors Program through SAFE SCHOOLS, HEALTHY SCHOOL.</p>
<p>Nutrition Programs Our students are offered free breakfast and lunch. We follow the USDA Program for all public schools. We offer the Fresh Fruit and Vegetables Program 3times per week. Our students are offered free breakfast and lunch. We follow the USDA Program for all public schools. We offer the Fresh Fruit and Vegetables Program 3times per week.</p>
<p>Housing Programs - NA</p>
<p>Head Start We have a Voluntary Pre K program.</p>
<p>Adult Education Parent Resource Teacher provides training for parents on skills to help their children at home with school work.</p>
<p>Career and Technical Education – NA</p>
<p>Job Training - NA</p>
<p>Other - Safe Schools, Healthy Schools Grant, Eccleston has two clinical case managers who work with small groups and individual students and their families to identify and coordinate services they may need because they may not qualify for Medicaid or are underinsured. Safe Schools, Healthy Schools provide counselors that work with children who have behavioral/emotional issues. A Devereux counselors comes every day and provides support to children with emotional/behavioral issues. Eccleston Elementary School has a ½ time Parent Resource Teacher who works with the families in need, provides training, job placement, and other resources.</p>

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal, Tracy Webley, will provide a common mission and vision for the RtI Leadership Team. Ms. Webley and the Assistant Principal, Felecia Goodman, will ensure that data is collected; analyzed and appropriate plans are put into place to enhance the academic and behavioral growth of all learners.

The Curriculum Resource Teacher, Sheleen Burgess, will assist with the curriculum and assessment needs of the teachers and students. The Reading Coach, Bonnie Jack, and the Academic Coach, Laura Matthews, will help teachers clarify and identify appropriate researched based instructional strategies. The Behavior Dean, Rozene Frett, will coordinate the development of a school wide behavior plan, as well as behavior plans for specific students and collect data on behavior concerns. These support teachers will also assist with the collection and analysis of data reports and provide teachers with the appropriate training on the disaggregation of the data and teaching strategies. They will also assist with the weekly/bi weekly monitoring of student data as well as provide modeling and professional development. In addition they will assist with TIER II and TIER III interventions.

The Staffing Coordinator, Emmanuela Bough, will assist the teachers with collecting and tracking the data of the exceptional educational students as well as provide resources and materials for students making minimal progress.

The ESOL Compliance Teacher, Emmanuela Bough, will monitor the progress and implementation of interventions and strategies for identified ELL students ensuring that intervention plans remain ESOL compliant.

The School Psychologist, Julie Mejia, will provide historical data on students, various data collection tools, suggestions for intervention techniques and practices as well as assessment support when determined. Ms. Mejia will also be available for class or student observations.

The Social Workers, Karie Johnston and Ana Gonzalez, will provide additional data on students collected through home visits or phone conversations with parents.

The Exceptional Education Teachers, Scottie Martin (SLD) and Jennifer Sullivan (Speech & Language) will help integrate instructional strategies and collaborate with the general education teachers to ensure that the exceptional education student needs are being met.

The School RtI Support Coach, Laura Matthews, will schedule and facilitate the RtI meetings. Ms. Matthews will also assist with the completion of the appropriate data collection and paperwork.

The General Education Teachers will provide student data and observations as well as information on core and intervention instruction. They will work collaboratively with their grade level team members to analyze and problem solve issues regarding the effectiveness of the instructional strategies and curricula.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the RtI Leadership Team is to provide a delivery of service model which addresses academic and behavioral concerns of all students. The RtI Leadership Team will meet weekly to address the areas of instruction, curriculum and school/classroom environment. The team will focus on school data, pacing of instruction, prior interventions and current interventions to monitor and increase student achievement. From this information, professional development and other resources will be identified to assist with instruction and behavior management. In addition to these meetings, members of the RtI Team will meet weekly with grade level groups and/or individual teachers to address the specific academic or behavioral concerns of their students. With the use of student data, struggling students will be identified and an intervention plan will be put into place. Further meetings will be held to evaluate the effectiveness of the intervention using ongoing progress monitoring data and modifications can be made if necessary.

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 Principal will meet with the RtI Leadership Team (some of which are members of the School Advisory Council) to discuss and address the focus of the School Improvement Plan. During the meeting, the team will discuss the issues facing students who are not making progress. Based on this discussion, team members will review and address the professional staff development needs to assist teachers with providing rigorous and relative instruction and behavior management techniques to students.

### 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. Tier 1 - Analyze data schoolwide to look for patterns and deliver instruction or counseling based on needs.
2. Tier 2 – Remediate, Enrich according to the needs of the students beyond what is provided during the regular schedule.
3. Tier 3 – Intensive interventions based on the needs of the students and progress monitor every week to check for mastery or improvement.

Reading – screen students using DRA, After the Bell assessment, Theme Tests and Teacher Made Assessments.

Mathematics – Envision Assessment and Successmaker, Time Math Facts Assessment will be used to monitor the students' progress.

Science – Write Score Science will be used to manage the students' progress.

Writing – A writing consultant and school wide writing assessments will be used to manage the students' progress.

Behavior – RTIB and PBS management systems will be used to monitor and remediate as needed.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the plan to train staff on MTSS.

The current RtI Leadership Team is trained in the RtI process. For the 2012-2013 school year the RtI Support Coach will provide an review/overview for all teachers. Additional training will be provided for new teachers not familiar with the process. Ongoing professional development and support will also be provided by the RtI Leadership Team in regards to RtI updates on services, instructional strategies, data analysis and progress monitoring for the current school year.

Describe the plan to support MTSS.

We will meet with the teachers during our Data and CIA Meetings to monitor the progress of the students in all the above areas. Our coaches will push in to assist the teachers with their needs. We will discuss the progress of the students during our RTIB meetings to give suggestions and monitor behavior progress. We will continue to implement staff development based on the needs of the teachers and students.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Principal – Tracy Webley; Assistant Principal – Felecia Goodman; Curriculum Resource Teacher – Sheleen Burgess; TIF II Support – Laura Matthews; School Dean – Rozene Frett; Reading Coach - Bonnie Jack; Reading Support – Diane Goodson; Parent Resource – Betty Chandler

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

The Literacy Team meets weekly to discuss data, updates, and recent activity reports and interventions. Each team member meets daily with a small group of students for in intensive intervention in reading. The Dean works with the teachers and AR, setting goals and getting the students excited about reading. Awards are given for most books read, highest points in AR, highest scorer in each class and top 10 readers in the entire school. Academic Coaches meet with teachers weekly to discuss assessment results and student progression. The points of discussions during these meetings are curriculum alignment, assessment data, student progress, interventions and rigor and relevance of instruction. The LLT provides teachers with needed resources and assists by modeling whole and small group instruction.

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

The major initiatives of the LLT will be to assist teachers with the 90 Minute Reading Block, AR, differentiating instruction and interventions to meet the students' need. The LLT will also provide staff development throughout the year in these areas.

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

### *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.*

## 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 Pre-K Program offers students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming pre-kindergarteners are invited to attend "Meet the Teacher" before the first day of school. They are also encouraged to spend the first 15 minutes with their child on the first day of school assisting them with getting acclimated to their new environment. The students also eat their free breakfast and lunch with the K-5 students watch morning announcements, walk in lines in the hallways, participate in circle time lessons to learn basics of literacy and mathematics, participate in learning centers, learn social skills, learn to follow simple school rules, and participate in student celebrations.

Our Pre-K and Kindergarten teachers are all part of a team. They attend data meetings, CIA meeting, field trips and assemblies together. They are involved in professional development opportunities for instructional strategies to meet the needs of the students.

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

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

NONE

### ***\*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?

NONE

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?

NONE

### ***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](#).

NONE

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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



**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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1A.1. Parental Support at home.	1A.1. Parental Involvement plan Continue to have Parent Honor Roll, Parent Inductions Ceremony, Parent Classes to become Power Parent	1A.1. Assistant Principal/Parental Involvement Resource	1A.1. Monitor Parent involvement	1A.1. Sign in sheets, call logs		

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

<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In 2012, 31% (94) scored Level 3 on FCAT Reading.</i>  <i>In 2013, we expect 34% of students to score Level 3 on FCAT Reading.</i>							
	<i>In 2012 scored 31% (94) Level 3 on FCAT Reading</i>	<i>In 2013 we expect 34% of students to score Level 3 on FCAT Reading</i>					
		1A.2.  Consistency of instruction between classrooms within the same grade levels to ensure they have the same rigor and relevance	1A.2.  Implementation of Guided Reading/Center Rotation Plan school wide. Weekly data meeting with each team to discuss rigor/relevant and to analyze the student data.	1A.2.  Principal/Assistant Principal/Leadership Team	1A.2  Review the data with leadership team, discussion of data with teachers during team meetings, following the PLC guiding questions. Classroom walkthroughs, lesson plan checks and Successmaker.	1A.2.  FCAT 2012/DRA/HM/FAIR/SuccessMaker	
		1A.3. Maintaining student reading proficiency and fluency.  Common Core State Standards	1A.3. School wide AR goals, professional vocabulary PLC and Lesson Study, Media on the wheel.	1A.3. Principal/Assistant Principal/Leadership Team	1A.3. Review the data with leadership team, discussion of data with teachers during team meetings, following the PLC guiding questions. Classroom walkthroughs, lesson plan checks.	1A.3. DRA/ Houghton Mifflin	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.  N/A	1B.1.	1B.1.	1B.1.	1B.1.		

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

Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	<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 in reading.</b>	2A.1. Consistent use of research based strategies for whole and small group instruction.	2A.1. Imagine It will be used as the core reading program K-2. HM used in 3-5 grades. Guided Reading groups will be expected at each grade level using the Center Rotation System.	2A.1. Principal/Assistant Principal/ Leadership Team	2A.1. Lesson Plan reviews, frequent monitoring of interventions and core instruction. Lesson Study data will be utilized.	2A.1. Lesson Plan Checks, CWT, student data, RtI		
<u>Reading Goal #2A:</u>  <i>In 2012, 12% (35) scored Level 4 or 5 on FCAT Reading.</i>  <i>In 2013, we expect 16% of students to score Level 4 or 5 on FCAT Reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In 2012, 12% (35) scored Level 4 or 5 on FCAT Reading.</i>	<i>In 2013, we expect 16% of students to score Level 4 or 5 on FCAT Reading.</i>					

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

		2A.2. Utilization of differentiated instruction.	2A.3 Student school goals for AR Quarterly Rewards for Reading Success.	2A.2. Principal/Assistant Principal/Coaches	2A.2. Classroom Walk throughs will be conducted to assess the interventions, and reading block. Review data with teachers, monitor and adjust weekly at data meetings.	2A.2. Student data, CWT, Lesson Checks	
		2A.3 Limited time available for enrichment activities.	2A.3 Student/School goals for AR. Quarterly rewards for Reading success.	2A.3 Principal/Assistant Principal/Dean/Parental Resource Teacher	2A.3 Track AR goals weekly, share results on morning announcements every Monday. Awards given to top 10 monthly.	2A.3 AR Results Reports, student data	
		2A.4 Low Level Questions	2A.4 Webb's Depth of Knowledge Training for teachers (Higher Order Thinking Questions and Strategies)	2A.4 Principal/Assistant Principal/Coaches	2A.4 Classroom Walk throughs will be conducted to assess the interventions, and reading block. Review data with teachers, monitor and adjust weekly at data meetings. Review Guided Reading Group Form.	2A.4 Lesson Plan Checks, CWT, student data, RtI, Guided Reading Form	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1. N/A	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p>	<p>3A.1. Consistent use of research based strategies for whole and small group instruction</p>	<p>3A.1. Imagine It will be used as the core reading program K-2. HM is used in 3 – 5 grades. Guided Reading groups will be expected at each grade level using the Wheel Rotation System.</p>	<p>3A.1. Principal/Assistant Principal/ Leadership Team</p>	<p>3A.1. Lesson Plan reviews, frequent monitoring of interventions and core instruction. Lesson Study data will be utilized.</p>	<p>3A.1. Lesson Plan Checks, CWT, student data, RtI</p>		
<p><b>Reading Goal #3A:</b>  <i>In 2012, 78% (181) of the students made learning gains.</i>  <i>In 2013, 81% of the students will make learning gains.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In 2012, 78% (181) of the students made learning gains.</i></p>	<p><i>In 2013, 81% of the students will make learning gains.</i></p>					

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

		3A.2. Consistency of instruction between classrooms within the same grade levels to ensure they have the same rigor and relevance.	3A.2. Implementation of Guided Reading/Center Rotation Plan school wide. Weekly data meeting with each team to discuss rigor/relevant and to analyze the student data.	3A.2. Principal/Assistant Principal/Coaches	3A.2. Classroom Walk throughs will be conducted to assess the interventions, and reading block. Review data with teachers, monitor and adjust weekly at data meetings	3A.2. Lesson Plan Checks, CWT, student data, RtI	
		3A.3. Utilization of differentiated instruction.	3A.3. Pre-Planning Professional Development for fine-tuning the center rotations to target the different levels of students, Higher Order Questions, PLC, and Vocabulary Word of the Week.	3A.3. Principal/Assistant Principal/Coaches	3A.3. Classroom Walk throughs will be conducted to assess the interventions, and reading block. Review data with teachers, monitor and adjust weekly at data meetings	3A.3. CWT, Student Data	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.  N/A	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	



**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 reading.</b>	4A.1. Limited time and teacher resources to target skills.	4A.1. Double reading blocks, push in ESE instructor to monitor and adjust curriculum to best meet the needs of ESE population. After school tutoring, Saturday School.	4A.1. Principal/ESE Instructor/SES Coordinator	4A.1. RTI Team/Progress Monitoring/ Data Meetings	4A.1. CWT, Student Data		
<u>Reading Goal #4:</u> <i>2012, 91% (53) of the lowest 25% made learning gains.</i> <i>2013, 94% will make learning gains in reading</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>2012, 91% (53) of the lowest 25% made learning gains.</i>	<i>2013, 94% will make learning gains in reading.</i>					
		4A.2. Lack of Pre-requisite skills due to high mobility	4A.2. Target students for intervention as soon as they arrive at school, monitor and adjust instruction accordingly.	4A.2. Reading Coach, CRT, RTI team	4A.2. RTI/Progress Monitoring/Data Meetings	4A.2. Outcome assessments/data review	

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

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

		4A.3. Utilization of differentiated instruction.	4A.3. Pre-Planning Professional Development for fine-tuning the center rotations to target the different levels of students	4A.3. Principal/Assistant Principal/ Coaches	4A.3. Classroom Walk throughs will be conducted to assess the interventions, and reading block. Review data with teachers, monitor and adjust weekly at data meetings	4A.3. CWT, Student Data	
--	--	---	--	---	--	----------------------------	--

**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>	AMO Target: 40%	AMO Target: 45%	AMO Target: 51%	AMO Target: 56%	AMO Target: 62%	AMO Target: 67%
<u>Reading Goal #5A:</u> Eccleston Elementary School will increase the percentage of students scoring satisfactory on the 2013 FCAT Reading subtest from 44% to 45%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. Utilization of Reading core curriculum with fidelity and differentiated instruction.	5B.1. Professional Development training on core curriculum, center rotation training to address differentiated instruction.	5B.1. Principal/Assistant Principal/Coaches	5B.1 CWT, Lesson Plans, review data with teachers at weekly data meetings, monitor data to adjust interventions groups monthly..	5B.1. CWT, Student assessment data		

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>2012, 42% (93) of the Black students were proficient in reading.</p> <p>2013, 45% will be proficient in reading.</p>							
	<p>Enter numerical data for current level of performance in this box.</p> <p>White: :NA                      Black: 42%(93)                      Hispanic:N/A                      Asian:N/A                      American N/A                      Indian:N/A</p>	<p>Enter numerical data for expected level of performance in this box.</p> <p>White:                      Black: 45%                      Hispanic:                      Asian:                      American Indian:</p>					
		<p>5B.2.</p> <p>Student Mobility</p>	<p>5B.2.</p> <p>Collaborate with neighboring schools, assess student as soon as they enter the school, place into appropriate intervention group.</p>	<p>5B.2.</p> <p>Principal/Assistant Principal/Coaches</p>	<p>5B.2.</p> <p>Attendance Clerk informs administration when new student arrives, student is assessed and placed in group that best fits his/her needs.</p>	<p>5B.2.</p> <p>Student assessment data</p>	
		<p>5B.3.</p> <p>Lack of Parental Involvement</p>	<p>5B.3.</p> <p>School will be implementing Parent Honor Roll, Power Parents program. Parents will receive a report card focusing on student achievement. Induction ceremony will be held and parents will attend workshops designed to help them with their children's school success.</p>	<p>5B.3.</p> <p>Assistant Principal/Parent Involvement Teacher</p>	<p>5B.3.</p> <p>Attendance of parents</p>	<p>5B.3.</p> <p>Sign-in sheets</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 reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Reading Goal #5C:</b> <i>2012, 45% (9) of the ELL students were proficient in reading. 2013, 48% of the ELL students will be proficient in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>2012, 45% (9) of the ELL students were proficient in reading.</i>	<i>2013, 48% of the ELL students will be proficient in reading.</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		

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



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

<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. Students making limited progress in Targeted interventions.	5D.1. Meet bi-weekly to progress monitor students with disabilities.	5D.1. Principal, ESE Teacher, Staffing Specialist	5D.1. Weekly data meetings.	5D.1. Progress Monitoring Probes		
<b>Reading Goal #5D:</b>  <i>2012, 12% (1) of the students (SWD) were proficient in reading.</i>  <i>2013, 20% of the students will be proficient in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>2012, 12% (AMO)(1) of the students (SWD) were proficient in reading.</i>	<i>2013, 20% (AMO)of the students will be proficient in reading.</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 reading.</b>	5.E.1 Utilization of Reading core curriculum with fidelity and differentiated instruction.	5E.1 Professional Development training on core curriculum, center rotation training to address differentiated instruction.	5E.1 Principal/Assistant Principal/Coaches	5E.1. CWT, Lesson Plans, review data with teachers at weekly data meetings, monitor data to adjust interventions groups monthly.	5E.1. CWT, Student assessment data		
<b>Reading Goal #5E:</b>  <i>In 2012, 31% (94) scored Level 3 on FCAT Reading.  In 2013, we expect 34% of students to score Level 3 on FCAT Reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In 2012, 31% (94) scored Level 3 on FCAT Reading.</i>	<i>In 2013, we expect 34% of students to score Level 3 on FCAT Reading.</i>					

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

		5E.2. Student Mobility	5E.2. Collaborate with neighboring schools, assess student as soon as they enter the school, place into appropriate intervention group.	5E.2. Principal/Assistant Principal/ Coaches	5E.2. Attendance Clerk informs administration when new student arrives, student is assessed and placed in group that best fits his/ her needs.	5E.2. Student assessment data	
		5E.3. Lack of Parental Involvement.	5E.3. School will be implementing Parent Honor Roll, Power Parents program. Parents will receive a report card focusing on student achievement. Induction ceremony will be held and parents will attend workshops designed to help them with their children's school success.	5E.3. Assistant Principal/Parent Involvement Teacher	5E.3. Attendance of parents	5E.3. Sign-in sheets	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
	Grammar/Writing	K - 4	Dr. Walters	K - 4	9/10/12, 9/14/12, 10/8/12, 11/5/12, Writing Buddies Throughout School Year	Writing Samples turned in to Leadership Team Weekly	Principal, Assistant Principal, CRT
	Marzano New Teacher Evaluation Training	K - 5, Special Area	Leadership Team	K - 5, Special Area	9/19/12, 10/17/12, 11/28/12, 1/16/13, 2/20/13, 3/20/13, 4/17/13, 5/15/13	Walkthroughs, iObservation Data	Principal, Assistant Principal, CRT
	IMS Training	K - 5, Special Area	Leadership Team	K - 5, Special Area	9/26/12	Data Collection	Principal, Assistant Principal, Leadership Team

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

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

Common Core Training	K - 2	Leadership Team	K - 2	10/3/12, 11/7/12, 12/5/12, 2/6/13, 3/6/13,4/10/13,5/1/13	Walkthroughs, iObservation Data	Principal, Assistant Principal, CRT
Webb's Higher Order Training	3 - 5	Leadership Team	3 - 5	10/3/12, 11/7/12, 12/5/12, 2/6/13, 3/6/13,4/10/13,5/1/13	Walkthroughs, iObservation Data	Principal, Assistant Principal, CRT
Destination College	3-5	Reading Coach	3-5	2nd Wednesday of each Month	Binder Checks	Reading Coach
Lesson Study	K - 3	CRT	K – 2 Instructors	TBA	Walkthroughs, iObservation Data	Principal, Assistant Principal, Leadership Team
Rtl	K - 5	Principal, Rtl District, Leadership Team	School-wide	On-going	Progress Monitoring data, Rtl Weekly meetings to analysis data	Principal, Assistant Principal, Leadership Team

**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
Reading Intervention	Reading Ready 3 - 5	Fund 176	2,670
Reading Intervention	Coach Reading 3 - 5	Fund 001	5,000
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker	FCAT Practice	Title One	16,000
AR Enterprise			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Grammar/Writing	Dr. Walters Consultant Trainer	Fund 115	12,000
Imagine It Consumables	Core Program K - 2	Fund 115/001/176	11,000
Write Score	Assessment	Fund 001	5080
			<b>Subtotal: 50,670</b>
		Fund 115/001/176	11,000
		Fund 001	5080

*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 are not able to articulate the schools expectations to the parents correctly.	1.1. ELL Para and Staffing Specialist will provide interventions four times a week in reading to support classroom teachers.	1.1. Principal, Assistant Principal, Leadership Team	1.1. Monitor and adjust according to data, CWT data	1.1. FAIR, Benchmark Exam	
<b>CELLA Goal #1:</b> <i>2012, 80% (4) of the ELL students were proficient in listening and speaking. 2013, 100% (5) of the ELL students will be proficient in listening and speaking.</i>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	<i>2012, 80% (4) of the ELL students were proficient in listening and speaking.</i>					
		1.2. Parents not able to communicate their needs and wants in English.	1.2. School will be implementing Parent Honor Roll, Power Parents program. Parents will receive a report card focusing on student achievement. Induction ceremony will be held and parents will attend workshops designed to help them with their children's school success.	1.2. Principal, Assistant Principal, Leadership Team, Parent Resource Teacher	1.2. Monitor and adjust according to data, CWT data	1.2. FAIR, Benchmark Exam

**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 are not able to articulate the schools expectations to the parents correctly.	2.1. ELL Para and Staffing Specialist will provide interventions four times a week in reading to support classroom teachers.	2.1. Principal, Assistant Principal, Leadership Team	2.1. Monitor and adjust according to data, CWT data	2.1. FAIR, Benchmark Exam	
<b>CELLA Goal #2:</b>  <i>2012, 60% (3) students scored proficient in reading. 2013, 80% (4) of the students will score proficient in reading.</i>	<b>2012 Current Percent of Students Proficient in Reading:</b>					
	<i>2012, 60% (3) students scored proficient in reading.</i>					
		2.2. Parents not able to communicate their needs and wants in English.	2.2. School will be implementing Parent Honor Roll, Power Parents program. Parents will receive a report card focusing on student achievement. Induction ceremony will be held and parents will attend workshops designed to help them with their children's school success	2.2. Principal, Assistant Principal, Leadership Team	2.2. Monitor and adjust according to data, CWT data	2.2. FAIR, Benchmark Exam
		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>	2.1. Parents have difficulty communicating in English in writing, reading or speaking	2.1. Interventions in writing, weekly writing prompts turned into the leadership team to monitor progress	2.1. Leadership Team	2.1. Weekly writing samples turned in the Leadership Team	2.1. Writing Samples	
<p><u>CELLA Goal #3:</u></p> <p><i>2012, 20% (1) student was proficient in writing.</i></p> <p><i>2013, 40% (2) of the students will be proficient in writing.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>2012, 20% (1) student was proficient in writing.</i></p>					
		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
N/A			
<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. Consistently using Math (Envision) core program.	1A.1. Instructional staff will receive hands-on training in identifying the components of effective lessons using Envision. Coaches will model lessons for teachers. Coaches will monitor and adjust math intervention groups to make sure all students are getting what they need.	1A.1. Assistant Principal, Principal, Teachers, Leadership Team	1A.1. Administer math assessments to monitor student progress to check for desired outcomes.	1A.1. Benchmark Exam, Envision Math Assessments		

**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>					
2012, 29% (86) students scored Level 3 on the FCAT Math. 2013, 32% of the students will score Level 3 on the FCAT Math.							
	2012, 29% (86) students scored Level 3 on the FCAT Math.	2013, 32% of the students will score Level 3 on the FCAT Math.					
		1A.2. Differentiated instruction in math.	1A.2. Math support will have a professional development workshop on differentiated math skills. Math support will model whole group block and small group centers for math.	1A.2. Assistant Principal, Principal, Teachers, Math Coach	1A.2. Continue to have Professional Learning Communities (PLC). Members of the PLC work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning.	1A.2. Student assessment data, CWT, data meeting discussions	
		1A.3. Expectations. Goal setting	1A.3. Classroom Target Boards and Focus Calendars.	1A.3. Assistant Principal, Principal, Teachers, Math Coach	1A.3. Professional Development provided to work on focus calendar/learning targets/ common assessment.	1A.3. Student assessment data, CWT, data meeting discussions	
		1A.4. Lack of time on Computers	1A.4. Add Computer Lab to focus on Math Practice (Moby Math, SuccessMaker)	1A.4. Math Coach, Special Area Teachers, Classroom Teachers	1A.4. Monitor Progress	1A.4. Moby Math, SuccessMaker Data Reports	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.		

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

**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>					
N/A							
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

**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. Consistently using Math core program. Differentiated instruction in small groups in math.	2A.1. Implement the daily 60 minute math block, to include 30 minutes of whole group instruction and 60 minutes of small group instruction to focus on enrichment and technology applications.	2A.1. Assistant Principal, Principal, Teachers, Resource Teachers	2A.1. CWT, student data, data meetings with teachers	2A.1. Student assessment data, CWT, data meeting discussions		
<u>Mathematics Goal #2A:</u>  <i>2012, 17% (51) students scored 4 or 5 in mathematics. 2013, 20% of the students will score 4 or 5 in mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>2012, 17% (51) students scored 4 or 5 in mathematics.</i>	<i>2013, 20% of the students will score 4 or 5 in mathematics.</i>					
		2A.2. Changing to CCSS	2A.2. Professional development in the math CCSS	2A.2. Assistant Principal, Principal, Teachers, Resource Teachers	2A.2. CWT, student data, data meetings with teachers	2A.2. Student assessment data, CWT, data meeting discussions	

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

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

		2A.3. Limited content area vocabulary	2A.3. Implement content area vocabulary PLC.	2A.3. Assistant Principal, Principal, Teachers, Resource Teachers, Team Leaders	2A.3. CWT, student data, data meetings with teachers, PLC	2A.3. Student assessment data, CWT, data meeting discussions	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.  N/A	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u>  N/A	<u>2012 Current Level of Performance:*</u>  N/A	<u>2013 Expected Level of Performance:*</u>  <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		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Consistently using Math (Envision) core program. Differentiated instruction in small groups in math.</p>	<p>3A.1. Provide ongoing in depth training, coaching, modeling, monitoring, and feedback on teaching strategies during Data, RtI, Faculty and Team Meetings.</p>	<p>3A.1. Assistant Principal, Principal, Teachers, CRT Resource Teachers</p>	<p>3A.1. Review data with leadership team, discussion of data with teachers during team meetings and data meetings. Lesson Plans reviewed and monitored, Common Board reviewed during walkthroughs</p>	<p>3A.1. Classroom Walkthroughs, lesson plans, student data</p>		
<p><u>Mathematics Goal #3A:</u>  <i>2012, 81% (188) of the students made learning gains in mathematics. 2013, 84% will make learning gains in mathematics.</i></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**

	2012, 81%(188) of the students made learning gains in mathematics.	2013, 84% will make learning gains in mathematics.					
		3A.2. Exposure to math concepts and language	3A.2. Continue weekly math vocabulary and concepts through skill blast.	3A.2. Assistant Principal	3A.2. Review data with leadership team, discussion of data with teachers during team meetings and data meetings. Lesson Plans reviewed and monitored, Common Board reviewed during walkthroughs	3A.2. Classroom Walkthroughs, lesson plans, student data	
		3A.3. Parental Involvement	3A.3. All Educators at Eccleston Elementary along with volunteers will work rigorously to improve our students' math deficiencies and enhance their strengths. We will assess regularly, tutor according to needs and re-teach when necessary. Parents will become involved in FCAT Math Night.	3A.3. Principal, Assistant Principal, Math Coach, Parent Resource Teacher	3A.3. Review data with leadership team, discussion of data with teachers during team meetings and data meetings. Lesson Plans reviewed and monitored, Common Board reviewed during walkthroughs	3A.3. Classroom Walkthroughs, lesson plans, student data	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Mathematics Goal #3B:</b> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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

		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. Consistently using Math core program. Differentiated instruction in small groups in math.	4A.1. Implement the daily 90 minute math block, to include 30 minutes of whole group instruction and 60 minutes of small group instruction to focus basic math skills and technology applications.	4A.1. Assistant Principal, Principal, Teachers, CRT/LRT, Resource Teachers	4A.1. Classroom walkthroughs will be conducted to assess the intervention/enrichment block. Review of data with the teachers during data meetings, weekly.	4A.1. Student data, lesson plan review, CWT		
<b>Mathematics Goal #4:</b> <i>2012, 91% (53) of the lowest 25% made learning gains in math. 2013, 95% of the lowest 25% will make learning gains in math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>2012, 91% (53) of the lowest 25% made learning gains in math.</i>	<i>2013, 95% of the lowest 25% will make learning gains in math.</i>					
		4A.2. Time to focus on math	4A.2. Provide tutoring for students to increase math skills before school, after school and on Saturdays.	4A.2. SES, Principal, Assistant Principal, Instructors, Coaches	4A.2. Classroom walkthroughs will be conducted to assess the intervention/enrichment block. Review of data with the teachers during data meetings, weekly.	4A.2. Student data, lesson plan review, CWT	

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

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

		4A.3. Parental Involvement	4.3. All Educators at Eccleston Elementary along with volunteers will work rigorously to improve our students' math deficiencies and enhance their strengths. We will assess regularly, tutor according to needs and re-teach when necessary. Parents will become involved in FCAT Math Night.	4A.3. Principal, Assistant Principal, Parent Resource Teacher	4A.3. Call parents to invite, monitor attendance	4A.3. Student data, lesson plan review, CWT, attendance sign-in sheet	
--	--	----------------------------------	---	---	--	---	--

**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> 43%	48%	53%	57%	62%	67%	72%
<p><u>Mathematics Goal</u> #5A:</p> <p>Eccleston Elementary will increase the percentage of students scoring satisfactory on the 2013 FCAT Math subtest from 47% to 53% (AMO).</p>							
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. Consistently using Math (Envision) core program. Differentiated instruction in small groups in math.</p>	<p>5B.1. Professional Development and modeling of Math Core and math center rotations.</p>	<p>5B.1. Principal, Assistant Principal, Teachers, CRT/LRT, Resource Teachers</p>	<p>5B.1. Weekly data meetings to closely monitor growth. Identify students at risk and place in interventions groups. Continue Lesson Study process. Lesson Study is a Professional Development process that is teacher driven and student focused.</p>	<p>5B.1. CWT, Student data, teacher discussions at data meetings</p>		
<p><u>Mathematics Goal #5B:</u>  <i>53% of the Black students were not proficient in math. 2013, 53% will be proficient in math.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>2012, <i>53% of the Black students were not proficient in math.</i> White:N/A Black:53% Hispanic:N/A Asian:N/A American Indian:N/A</p>	<p>2013, <i>53% will be proficient in math.</i> White:N/A Black:53% Hispanic:N/A Asian:N/A American Indian:N/A</p>					
		<p>5B.2 Parental Involvement</p>	<p>5B.2 All Educators at Eccleston Elementary along with volunteers will work rigorously to improve our students' math deficiencies and enhance their strengths. We will assess regularly, tutor according to needs and re-teach when necessary. Parents will become involved in FCAT Math Night.</p>	<p>5B.2 Principal, Assistant Principal, Parent Resource Teacher</p>	<p>5B.2. Call parents to invite, monitor attendance</p>	<p>5B.2 Student data, lesson plan review, CWT, attendance sign-in sheet</p>	

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

		5B.3. Expectation, goals for each student	5B.3. Utilize Computer Lab software Moby Math, Success Maker, FCAT Explorer, student data chats	5B.3. Principal, Assistant Principal, Coaches, Computer Lab teacher	5B.3. Classroom walkthroughs will be conducted to assess the intervention/enrichment block. Review of data with the teachers during data meetings, weekly.	5B.3. Student Data, CWT	
--	--	--	--	---	---	-------------------------------	--

**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. Lack of basic math skills	5C.1. School wide basic math incentive, each week the students are giving basic math skill sheet, they have one minute to complete. The AP will announce weekly the top scorers on morning announcements	5C.1. Assistant Principal	5C.1. Collect weekly math data	5C.1. Minute Math Sheets		
<u>Mathematics Goal #5C:</u>  <i>2012, 60% (12) ELL students did not make progress in mathematics. 2013, 46% will make progress in mathematics</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>2012, 60% (12) ELL students did not make progress in mathematics.</i>	<i>2013, 46% will make progress in mathematics.</i>					

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

		5C.2. Time to focus on math	5C.2. Provide tutoring for students to increase math skills before school, after school and on Saturdays. Provide Intensive interventions using scientifically researched based programs for identified students during the regular	5C.2. Assistant Principal, Principal, Teachers, CRT/LRT, Resource Teachers, SES Coordinator	5C.2. Tutoring data, intervention data, Conferences with parents and students	5C.2. Student data, CWT	
		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		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. Lack of basic math skills	5D.1. School wide basic math incentive, each week the students are giving basic math skill sheet, they have one minute to complete. The AP will announce weekly the top scorers on morning announcements	5D.1. Assistant Principal	5D.1. Collect weekly Math data	5D.1. Minute Math sheets		

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

<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
2012, 80% (24) SWD students were not proficient in Math. 2013, 28% will be proficient in math.							
	2012, 80% (24) SWD students were not proficient in Math.	2013, 28% will be proficient in math.					
		5D.2. Time to focus on math	5D.2. Provide tutoring for students to increase math skills before school, after school and on Saturdays. Provide Intensive interventions using scientifically researched based programs for identified students during the regular	5D.2. Assistant Principal, Principal, Teachers, CRT/LRT, Resource Teachers, SES Coordinator	5D.2. Tutoring data, intervention data, Conferences with parents and students	5D.2. Student data, CWT	
		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. Time to focus on math	5E.1. Provide tutoring for students to increase math skills before school, after school and on Saturdays. Provide Intensive interventions using scientifically researched based programs for identified students during the regular	5E.1. Assistant Principal, Principal, Teachers, CRT/LRT, Resource Teachers, SES Coordinator	5E.1. Tutoring data, intervention data, Conferences with parents and students	5E.1. Student data, CWT		
<u>Mathematics Goal #5E:</u>  <i>2012, 53% (127) of the ED student did not make satisfactory progress in math. 2013, 53% will make progress in math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	2012, 53%(127) of the ED student did not make satisfactory progress in math.	2013, 53% will make progress in math.					
		5E.2. Consistently using Math (Envision) core program. Differentiated instruction in small groups in math.	5E.2. Professional Training for Envision Consultant, Modeling from Math Coach, walk throughs from district math specialist for feedback	5E.2. Principal/Assistant Principal/Coaches	5E.2. Meet with District math specialist, meet with Envision Math Consultant to discuss strategies to assist teachers with math core and small groups	5E.2. Student data, CWT	
		5E.3. Parental Involvement, help with homework	5E.3. Parent Report Card, Honor roll for parents, Power Parents as role models for other parents, parent training designed to assist on helping their children with school work	5E.3. Principal/Assistant Principal/Coaches	5E.3. Parent Workshops attendance, Connect Ed to invite parents to participate in effort	5E.3. Student data, CWT	

*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</u> #1A: N/A	<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.		
<u>Mathematics Goal #1B:</u>  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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.		
<u>Mathematics Goal #2A:</u> N/A	<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>					
N/A							
	<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.		
<u>Mathematics Goal #3A:</u> N/A	<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</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
N/A							
	<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> N/A	<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> N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		
<u>Mathematics Goal #5B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<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.		
<u>Mathematics Goal #5C:</u> N/A	<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.		
<u>Mathematics Goal #5D:</u>  N/A	<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</u> <u>#5E:</u> N/A	<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.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	



**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**

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



**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
Envision Math	K - 5	District Support	School-wide (New Teachers)	TBA	Classroom Walkthroughs/teacher evaluation	Leadership Team
Math Block	K - 5	Math Coach	School-wide	TBA	Classroom Walkthroughs/teacher evaluation	Leadership Team

**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
Coach Math Consumables	Math Intervention	Fund 001	4933.71
Everglades Math	Math Interventions	Fund 001	2600.00
<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 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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. Consistently teaching benchmarks and implementing essential science labs using instructional materials.	1A.1. Train teachers to use OCPS website locating Blueprints NGSSS for science. Using the labs designed for each benchmark.	1A.1. Principal, Assistant Principal,	1A.1. Each classroom is required to teach one science lab per week,	1A.1. CWT, observation of labs, lesson plans, student data, on write score, Science assessments, and through boot camp		

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

<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>2012, 22% (20) of the students scored Level 3 in science. 2013, 25% will score a Level 3 in science.</i>							
	<i>2012, 22% (20) of the students scored Level 3 in science.</i>	<i>2013, 25% will score a Level 3 in science.</i>					
		1A.2. Limited amount of time available for science labs and instruction.	1A.2. Monthly science day where each grade level rotates through different science experiments.	1A.2. Principal	1A.2. Science assessments, lesson plans.	1A.2. CWT, observation of lessons, student data, and lesson plans.	
		1A.3. Student Attendance	1A.3. Afterschool science club.	1A.3. Principal, Assistant Principal, Classroom Teachers, Leadership Team	1A.3. Science assessments by administrations	1A.3. Student assessment results, classroom walkthroughs, lesson plans review, common board reviewed	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Science Goal #1B:</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>					

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

		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 science.</b>	2A.1. Limited amount of time for enrichment activities.	2A.1. Enrichment group of 5 <sup>th</sup> grades working during the intervention block with the Assistant Principal. Assistant Principal will develop a Science Team of 5 <sup>th</sup> graders to do experiments in primary classrooms and help teacher with experiments. Hands on Science Night with parents.	2A.1. Principal, Assistant Principal, Classroom Teachers, Leadership Team	2A.1. WriteScore Science reports, Benchmark Data reports analyzed during data meetings. Classroom walkthroughs will be conducted to determine the use of the labs.	2A.1. Student assessment results, classroom walkthroughs, lesson plans review, common board reviewed		
<b>Science Goal #2A:</b>  <i>2012, 1% (1) student score a Level 4 or 5 in science. 2013, 5% of the students will score Level 4 or 5 in science.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>2012, 1% (1) of student scored a Level 4 or 5 in science.</i>	<i>2013, 5% of the students will score Level 4 or 5 in science.</i>					

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

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

*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
OCPS Essential Labs Training	K - 5	District Support	K - 5	TBA	CWT, Lesson Plan Review	Principal, Assistant Principal, Leadership Team

**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
Progress Monitor Science	Write Score - Science	Title One	
<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 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		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	IA.1. Adequate time to practice writing across the content areas.	IA.1 Continue to implement the Write from the Beginning program –K-3 grade students Train new teachers in Thinking Maps Train K – 3 teachers on Grammar Skills Fourth grade students will be taught the FCAT 45 days writing plan. Train 4 <sup>th</sup> Grade teachers to use the revised FCAT Rubric.	IA.1. CRT, Classroom Teachers, Writing Team	IA.1. Follow-up Trainings Data Meetings Bi-weekly Student Conferences Writing Samples turned in Weekly to Leadership Team Members	IA.1 School-Wide Writing Prompts Write from the Beginning Rubrics		

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

<p><u>Writing Goal #1A:</u>  2012, 73% (39) of the students scored 3.0 or higher in writing. 2013, 76% of the student will score 3.0 or higher in writing.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>2012, 73% (39) of the students scored 3.0 or higher in writing.</p>	<p>2013, 76% of the students will score 3.0 or higher in writing.</p>					
		<p>1A.2. Increase interest in writing</p>	<p>1A.2. Utilize the District’s Order of Instruction for writing, address writing using differentiated instructional strategies</p>	<p>1A.2. Leadership Team, Classroom Teachers, Parents Peer Groups</p>	<p>1A.2. PLC-to collaborate instructional strategies Lesson Plan Review Continue ‘Writing Boot Camps’ Present writing in various forms (lyrics, journals, poetry, etc.) PLC-to collaborate instructional strategies Lesson Plan Review Continue ‘Writing Boot Camps’ Present writing in various forms (lyrics, journals, poetry, etc.)</p>	<p>1A.2. Write from the Beginning Rubrics FCAT Writes</p>	
		<p>1A.3. Different writing needs, students enter 4<sup>th</sup> grade with different skill sets in writing</p>	<p>1A.3. Dr. Walters writing consultant and CRT will work with on grade level and higher students monthly, classroom teachers will work with below grade level student. Afterschool writing tutoring for student who teachers recommend for extra support and enrichment.</p>	<p>1A.3. Principal, CRT, Classroom Teachers, Dr. Walters</p>	<p>1A.3. Data Meetings, CWT, tutoring results, monthly prompts</p>	<p>1A.3. WFTB Rubrics Monthly Writing Prompt</p>	

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

<b>1B. Florida Alternate Assessment:</b> <b>Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	



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

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
Grammar/Writing Training	Process of Writing K - 4	Dr. Walters	K - 4	9/10/12, 9/14/12, 10/8/12, 11/5/12, Writing Buddies Throughout School Year	Weekly Writing Samples K – 5 turned in to Leadership Team	Principal, Assistant Principal, Leadership Team
Write From the Beginning Training/ new Teacher	WFB Program K - 3	Leadership Team	K - 3	TBA ½ Day Per Grade level –twice a year	Monthly Writing Prompts, writing samples turned in to Leadership Team	Principal, Assistant Principal, Leadership Team

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
Writing Grammar	Dr. Walters Consultant	Title One	12,000
<b>Subtotal:</b>			
Technology			

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

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

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 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**

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

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

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

**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		
<b>1. Attendance</b>	1.1. Lack of parental support	1.1. Parents will be contacted by the student's teacher, once the student has accrued 5 unexcused absences. Child Study Meetings will be scheduled with the school social workers and parents of students who have excessive tardies or unexcused absences. During these meetings, parents will be required to verify their addresses	1.1. Principal, Assistant Principal, Attendance Clerk, Classroom Teachers	1.1. SMS Reports to monitor absences weekly, teachers call parents as soon as they see a pattern of absences, home visits to assure student is in school zone.	1.1. Student data, SMS reports, Social Worker reports		

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

<p><u>Attendance Goal #1:</u></p> <p><i>According to the EDW report, in 2011-2012, the average daily attendance rate was 95.36%. In 2012-2013, the average daily attendance rate will be at least 96% or more.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>According to the EDW report, in 2011-2012, the average daily attendance rate was 95.36%.</i></p>	<p><i>In 2012-2013, the average daily attendance rate will be at least 96% or more.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><i>In 2011-2012, there were 135 students with 10 or more days absent.</i></p>	<p><i>In 2012-2013, the percentage of students with excessive absences will be decreased by 10% (approximately 120 student if enrollment remains stable).</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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

	<i>In 2011-2012, there were 144 students with 10 or more tardies.</i>	<i>In 2012-2013, the percentage of students with excessive tardies will be decreased by 10% (approximately 130 student if enrollment remains stable).</i>					
		1.2. Student's motivation to get to school on time each day.	1.2. Student incentives: Students will receive certificate and pencils for having perfect attendance, trophies for all year attendance award	1.2. Teachers, Attendance Clerk, Principal, Assistant Principal, Staffing Specialist	1.2. Monthly attendance data meetings	1.2. Attendance reports	
		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 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 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		
<b>1. Suspension</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Suspension Goal #1:</b> <i>According to EDW, there were 3 students who received in school suspension in 2011-2012.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>According to EDW, there were 3 students who received in school suspension in 2011-2012.</i>	<i>In 2012-2013, there were to be 10% fewer in school suspensions.</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					



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

	107	95					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	59	53					
		1.2. Teach teachers which type of behaviors can be handled in the classroom as well as which behaviors should be handled by Administration.	1.2. Continue year two implementation of Response to Intervention Behavior school wide. Eccleston uses the system to reward students for positive behavior. We will also provide staff review of the process for teachers at Pre-Planning as well as three times per school year with students.	1.2. Dean Assistant Principal	1.2. RTI-B Team Meetings; review of monthly classroom and referral data. RTI-B teacher survey.	1.2. EDW, SMS Reports, Classroom Referrals	
		1.3. Increase parental awareness and involvement with students' behavior.	1.3. Eccleston Elementary will keep updated phone numbers for parents. When writing a referral, teacher will contact parents to inform them of the behavior. Provide parents with school RTI-B pamphlet explaining how it is being used at school and ways it can be used at home. Provide parents with school RTI-B pamphlet explaining how it is being used at school and ways it can be used at home.	1.3. Classroom Teacher Dean	1.3. RTI-B Team Meetings; review of monthly classroom and referral data. RTI-B teacher survey, RTI-B parent survey.	1.3. EDW, SMS Reports, Classroom Referrals	
		1.4 Mentoring students that have difficulties with behavior shown by discipline referrals and or teacher observation.	1.4 Provide students with teacher/staff member who will review school wide expectations school rules and reward positive behavior.	1.4 Teachers, staff members, principal, AP	1.4 Teachers and staff members communicate with RTI B rep on student progress.	1.4 EDW, SMS Reports, Classroom Referrals	

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

**Suspension Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI-B Professional Development	K-5	Assistant Principal Principal	School- Wide	On-going (Leadership Team Meetings)	RTI B monthly team meetings	Principal, Assistant Principal,

**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
<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 Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Dropout Prevention</b>	1.1. Excessive amount of student retentions	1.1. Implement RtI interventions to identify at risk students.	1.1. Principal, RtI Leadership Team	1.1. RtI Problem Solving Model	1.1. On-going mini assessments		
<u>Dropout Prevention Goal #1:</u>  <i>In 2012, (10) students were retained in third grade.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>In 2012, (10) students were retained in third grade.</i>	<i>In 2013, 10% fewer students will be retained in third grade.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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

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

**Dropout Prevention Professional Development**

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

**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
<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. Many of our parents are considered at the poverty level. Their time is spent on supplying for their physical needs with little time left over for academic needs. The time they do have to spend on academics is frustrated by the lack of knowledge how best to help their children.	1.1. Flexible times offered to attend functions. Parent Newsletter will share tips for parents to use at home. Selected Staff will use Connect Orange to share information with our families. Dr. Walters will provide Parent Workshops.	1.1. Title 1 school coordinator	1.1. Survey will be given and the results will be analyzed by the SAC members.	1.1. A survey on School Effectiveness will be given to parents, teachers and students in 3 <sup>rd</sup> -5 <sup>th</sup> grades.		

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

<p><u>Parent Involvement Goal #1:</u> <i>60 parents were inducted into the Eccleston Parent Honor Society in 2012.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p><i>60 parents were inducted into the Eccleston Parent Honor Society in 2012.</i></p>	<p><i>At least 10% more family members will be inducted into the Eccleston Parent Honor Society in 2013.</i></p>					
		<p>1.2. Some of our grandparents are raising the children, which creates a burden for them to come to many of the events we offer. Their health and energy levels constraints them from attending evening functions.</p>	<p>1.2. Grandparent Club will meet with the Parenting Person once a month during the day.</p>	<p>1.2. Parenting Resource Teacher</p>	<p>1.2. Sign in sheets will be available at every function.</p>	<p>1.2. Sign in sheets</p>	
		<p>1.3. Language barrier with our Haitian Creole parents</p>	<p>1.3. Staffing Coordinator can interpret.</p>	<p>1.3. Staffing Coordinator</p>	<p>1.3. Feedback from parents to the Staffing Coordinator will shared with others.</p>	<p>1.3.</p>	

### Parent Involvement Professional Development

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

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 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
4 Power points from Title 1 Dept. on Parental Involvement	Pre K-5 <sup>th</sup> grades	Title 1 Coordinator	School-wide	Each quarter a presentation will be sent via email to be viewed within a week.	Sign-in sheets and follow-up on questions or comments	Title 1 Coordinator

**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
Communicates with families, offers assistance in supplying academic concerns and physical needs.	Part-time Parenting Resource Teacher Shoes, food, book bags	Title 1	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers learn techniques for open communication with parents	4 power points	Title 1 Department	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Addressing concerns, offering tips, and informing parents about the school	Parent Newsletter	Title 1	200.00
Parent Resource Teacher	Assist with Parent training, honor row		
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>STEM Goal #1:</b> <i>Increase the percentage of students participating in STEM Clubs.</i>	1.1. Teachers have limited background knowledge and familiarity with STEM.	1.1. Provide Professional Development in the area of STEM.	1.1. Assistant Principal	1.1. CWT, lesson plans	1.1. Write Score Science results
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						

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

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> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
---	--	--	--	--	--	--

**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.		

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

Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p><i>Increase the percent of VPK students who will enter elementary school ready based on FLKRS Data</i></p> <p><b>#2 Increase the percentage of students who read on grade level by age 9 by 10%</b></p> <p><b>#3 Increase the percentage of students who are fluent in math operations</b></p>							
	<p><i>0% of the VPK students entered school in 2011 ready for school.</i></p>	<p><i>10% of the VPK students will enter school in 2012 ready for school.</i></p>					
	<p>See Reading Goal #1A See Math Goal #2A</p>	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p><b>#4 Decrease the achievement gap for each identified subgroup by 10% by June 30, 2013</b></p>	<p>See subgroup goals listed above</p>						
<p><b>#5 Maintain High Fine Arts Enrollment percentage</b></p>	<p>In 2011-2012, there were 50 students enrolled in after school arts programs. In 2012-2013, there will be at least 75 students enrolled in after school arts program.</p>						

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

<p><b>#6 Increase college and career awareness</b></p>	<p>In 2011-2012, 100% of the teachers in grades 4-5 completed the Destination College Course. 2012-2012, all third grade teachers will complete the Destination College course and begin implementation.</p>	<p>Teachers have not completed the Destination College course.</p>	<p>Meet monthly to go over binder requirements.</p>	<p>Reading Coach, District Support</p>	<p>Binder check monthly by Reading Coach</p>		
<p><b>#7 Decrease the disproportionate classification of minorities in special education</b></p>	<p>In 2011-2012, 9 referrals for special education were initiated, following Tier III interventions in reading. In 2012-13, 10% fewer academic and /or behavior referrals for special education will be initiated.</p>	<p>Lack of independent reading</p>	<p>AR goals set for all students.</p>	<p>Principal, Assistant Principal, Academic Coach, Computer Lab Instructor</p>	<p>Weekly reports from AR, monitored by Principal</p>		

**Additional Goals Professional Development**

<p><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.</p>						
--	--	--	--	--	--	--

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

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:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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

<b>Grand Total:</b>
---------------------

**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>		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The SAC will meet monthly to review progress towards goals developed in the School Improvement Plan.

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

Describe the projected use of SAC funds.	Amount
Additional AR books	