

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Central Riverside Elementary School	District Name: Duval
Principal: Dinah Stewart	Superintendent: Ed Pratt-Dannals
SAC Chair: Ms. Catha Jones	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

List your school's highly effective 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	Dinah Stewart	Elementary Education Educational Leadership (All Levels) Principal Leadership (All Levels)	3	10	<p>2011-2012 Central Riverside Elementary Principal Grade A – Total Points 582 63% of students proficient in Reading 78% of students proficient in Math 76% of BQ students made gains in Reading 64% of BQ students made gains in Math</p> <p>2010-2011 Central Riverside Elementary Principal Grade B – Total Points 546 71% of students proficient in Reading 86% of students proficient in Math 65% of students make reading gains 40% of BQ students made reading gains 80% of students made gains in Math 67% of BQ students made math gains 36% of Black students made reading gains 88% of Economically Disadvantaged students made reading gains 81% of Black students made math gains 93% of Economically Disadvantaged students made math gains AYP – No</p> <p>2009-2010 New Berlin Elementary Assistant Principal Grade A- Total Points 537 81% of students proficient in Reading 64% of students made gains in Reading 57% of lowest 25made learning gains 81% of students made gains in math 66% make of lowest 25% made gains 76% met high standards in writing 55% ,met high standards in science AYP – No</p> <p>2008-2009 – Assistant Principal of Curriculum at Eugene J. Butler MS. Supervisor of Renaissance Academy (over-aged students), Math Department, ESE Teachers and Co-chair of the Foundations Team. Mrs. Stewart was very instrumental in moving Eugene Butler from a school grade of D to C for the 2008-2009 school year. Total points</p>
-----------	---------------	--	---	----	--

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

					<p>earned 440. 42% proficient in reading 42% proficient in math 91% proficient in writing 13% proficient in science 58% showing gains in reading 64% showing gains in math. AYP was not obtained. From 2004-2006. Mrs. Stewart served as Assistant Principal of Student Services for 8th grade. She played an important role in helping to move the school from a school grade of "F" to a school grade of "C".</p>
Assistant Principal					

Highly Effective Instructional Coaches

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

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

<p>School Instruction Coach (SIC)</p>	<p>Margaret Rohal</p>	<p>MA: Early Childhood Education BS: Education Certification: K – 6 education</p>	<p>3</p>	<p>9</p>	<p>2011-2012 Central Riverside Elementary Instructional Coach Grade A – Total Points 582 63% of students proficient in Reading 78% of students proficient in Math 76% of BQ students made gains in Reading 64% of BQ students made gains in Math 2010-2011 Central Riverside Elementary Instructional Coach Grade B – Total Points 546 71% of students proficient in Reading 86% of students proficient in Math 65% of students make reading gains 40% of BQ students made reading gains 80% of students made gains in Math 67% of BQ students made math gains 36% of Black students made reading gains 88% of Economically Disadvantaged students made reading gains 81% of Black students made math gains 93% of Economically Disadvantaged students made math gains AYP – No Ramona Elementary School, 2004 – 2010 2010 – Grade: C / AYP: No; 2009 – Grade: A / AYP: Yes; 2008 – Grade: C / AYP: No; 2007 – Grade: C / AYP: No; 2006 – Grade: C / AYP: No; 2005 – Grade: C / AYP: No; 2004 – Grade: B / AYP: Yes</p>

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
-------------------------	--------------------	---------------------------	--

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

1. Administration and Staff recognition of future staff candidates	Principal	On-going	
2. Professional Learning Communities that focus on the following areas: differentiated instruction, data driven instruction and standards based instruction	Principal, Reading Coach, and Interventionists	June 2013	
3. Shared Decision Making Team (SDMT) discusses and contacts possible candidates	SDMT Chairperson	On-going	
4. Monthly team building activities to encourage rapport and collegiality	Principal	June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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)).

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
25	0	13% (3)	58% (14)	29% (7)	25% (6)	100% (26)	4% (1)	0	42% (11)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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

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
 CRES is currently entering its seventh year of integrating Supplemental educational services, a Title I funded program that provides free after school tutoring in Reading and Math for those students who are on free/reduced lunch. One of the 5th grade faculty members manages this program.

Title I funds also provide for Write Score and Study Island, online tools which is used to further our students learning in science, reading, writing and math. Classroom teachers are responsible for the implementation of these programs.

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

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

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

School-Based MTSS/RtI Team

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

Identify the school-based RtI Leadership Team.

Principal Dinah Stewart– Provides a common vision for the use of data based decision making, ensures that the team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school based RtI plans and activities.

Reading Coach: Margaret Rohal – Develops, leads, and evaluates school core content, standards/programs, identifies and analyzes existing literature, scientifically based curriculum/behavior assessment and intervention approaches.

Math Interventionist: Jacqueline McMillan – Develops, leads and evaluate school math content, standards and strategies to increase student growth.

Reading Interventionist: Jeanette Hawthorne – Develops, leads and evaluate school reading content, standards and strategies to increase student growth.

Guidance Counselor: Latonya Fleming – Identifies systematic patterns of student’s needs while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”, assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for assessment and implementation monitoring.

Exceptional Student Education Teacher : Ms. Shaikh – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Select General Education Teachers: Michelle Schurott; Diane Bilyk; Natasha Fleming; Nicole Cannon; Arin Johnson; Ms. Caro – Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist – Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

The team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets once a month to engage in the following activities:

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

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

The RtI Leadership team discussed data for: Tier 1, 2 and 3 targets, academic and social/emotional areas that needed to be addressed, setting clear expectations for instruction. The facilitator and one team member assisted in the construction of the SIP.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting network (PMRN), DRA2, Florida Comprehensive Assessment Test (FCAT) and Florida Ready Pre and Post Assessments

Progress Monitoring: PMRN, DRA2, Florida Ready, Cold Reads and Benchmark Assessments

Midyear : Benchmark Assessments, Florida Assessments for Instruction in Reading (FAIR) and Florida Ready

End of Year: DRA2, FAIR, FCAT

Frequency of Data Days: once a month

A system of charts and graphs will be utilized to track and summarize the data collected on students that are targeted.

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.

Describe the plan to train staff on MTSS. Staff training will occur throughout the school year during Pre-Planning, Early Release sessions, and grade level sessions. Training will begin with an overview of the purpose, structure, and focus for RtI. Throughout the school year, training will occur with specific grade levels to address specific needs as determined by teacher request and by the student needs indicated by analysis of student performance data.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe plan to support MTSS.

Will meet monthly with RtI team and IPS team to discuss concerns and next steps to address the needs of all students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dinah Stewart, Principal

Margaret Rohal, Reading Coach

Michelle Schurott, Kg

Diane Bilyk, 1st

Natasha Fleming 2nd

Nicole Cannon 3rd

Arin Johnson 4th

Jacqueline McMillan (Interventionist)

Jeanette Hawthorne (Interventionist)

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

The LLT meets several times at the beginning of the school year to coordinate and structure the roll out of RtI and Literacy Initiatives. By September, the team meets monthly to assess student performance data and make recommendations for next steps to improve student performance. At the monthly meetings, the LLT will review current data from FAIR; benchmarks and classroom assessments to determine areas of instructional focus for classroom instruction (Tier 1) and intervention (Tier 2 and 3).

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

To focus and address the needs of all students using enrichment activities and research based strategies to ensure all students make learning gains. What will be the major initiatives of the LLT this year?

Public School Choice

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

****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.

All children in Duval County have the option of attending the Florida Voluntary Pre-K program (VPK). The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression, and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting, and counting.

Central Riverside Elementary offers kindergarten education. Within the first 45 days of enrollment, kindergarten students are given two assessments. The Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency and initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

****High Schools Only***

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

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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](#).

--

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)).

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1. Teacher knowledge of the use of FAIR data for differentiated instruction.</p>	<p>1.1.Determine core instructional needs by reviewing previous FCAT results and FAIR assessment data. Plan differentiated instruction using evidence based instruction/ enrichments within the 90 minute reading block. (3 – 5) Cold read data (3-5) Florida Ready Pre/Post Assessments</p>	<p>1.1. Principal and SIC and district coach</p>	<p>1.1. Site based coach will provide professional development for use of decision tree for analyzing FAIR data.</p>	<p>1.1.SIC will review ongoing FAIR results and previous FCAT data to determine progress between benchmarks. Principal will monitor differentiated instruction through review of lesson plans.</p>		
<p><u>Reading Goal #1a:</u> To increase percentage of students achieving Level 3 in reading to 42%(67).</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> 40%(63)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 42%(67)</p>					

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

		2. Lack of knowledge of use of DRA 2 continuum for grouping students for centers and small group instruction.	1.2.Determine core instructional needs by analyzing DRA2 assessments. Plan differentiated instruction to address the individual student need.	1.2.Classroom teachers and SIC	1.2.SIC will meet with grade levels and discuss DRA2 results, providing instructional recommendations to teachers based on student needs.	1.2.Principal will monitor differentiated instruction through review of lesson plans and classroom walkthroughs.	
		1.3. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages.	1.3. Develop a Focus Calendar to target specific FCAT benchmarks and use this data to differentiate instruction to target comprehension and vocabulary skills.	1.3. Classroom Teacher	1.3. Teachers will administer a pre and post-test for each FCAT benchmark and use this data to plan for instruction	1.3. FCIM Pre and Post-tests.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2.1. Lack of differentiated and small group instruction by classroom teacher	2.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 2 times a week in small group.	2.1. Teachers and administration	2.1. Increased DRA scores, moving students through gradient of text.	2.1. DRA, Houghton Mifflin Core Curriculum, Florida Achieve, Study Island and Common Core.		
Reading Goal #2a: To increase percentage of students achieving in reading to 33% (52)	<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> 27% (43).	<i>Enter numerical data for expected level of performance in this box.</i> 33% (52)					
		2.2. Students not challenged in levels of complexity based on Webb's Depth of Knowledge	2.2. Teachers will use higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2.2. Classroom teachers	2.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations	2.2. DRA II , Houghtom Mifflin Core Assessments, district assessments and question stems.	
		2.3. Lack of parental involvement in the intermediate grades. Parents not utilizing communication tools provided by the school.	2.3. Teachers communicating with parents via grade level website, monthly/ weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2.3. Classroom teachers, and administration.	2.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	2.3. Administration will use OnCourse to track the number of parents logging on to view grades.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<u>Reading Goal #2b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<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	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3.1. Teachers and students unfamiliar with how to use the FAIR assessment for planning and determining goals .	3.1. Classroom teachers will Confer with and set targeted goals to develop lesson plans with increased rigor and complexity following the FAIR assessment.	3.1. Principal	3.1. Professional development on Webb’s Depth of Knowledge and higher order questioning. Professional Development on using FCRR lesson plans	3.1. Administration will review lesson plans and results of on-going FAIR assessments focusing on rigor and higher order questions.		

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

Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase the percentage of students making Learning Gains in reading to 78%							
	Enter numerical data for current level of performance in this box. 76% (71)	Enter numerical data for expected level of performance in this box. 78% (73).					
		3.2 Teachers lack of knowledge of Webb's Depth of knowledge and higher order questions.	3.2. Professional development on Webb's Depth of Knowledge and higher order questioning	3.2 Principal/ SIC/ Classroom teachers	3.2. Professional development on Webb's Depth of Knowledge and higher order questioning	3.2. Principal will conduct walk throughs and review lesson plans to determine rigor of questioning.	
		3.3. Lack of differentiated and small group instruction by classroom teacher.	3.3.. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 2 times a week in small group.	3.3. Classroom Teacher	3.3. Increased DRA scores, District Benchmark data and moving students through gradient of text.	3.3. DRA2 and District Benchmark data	

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Reading Goal #3b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<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 group:</p>	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>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4.1 Time and staff to address the needs of the lowest bottom quartile</p>	<p>4.1. Teachers will analyze individual student performance data to determine appropriate differentiated instructional activities/ and provide additional instruction for students as needed.</p>	<p>4.1. Principal and SIC</p>	<p>4.1. Provide additional time and instruction for the bottom quartile of students through RTI and FCIM. .</p>	<p>4.1.Principal reviews lesson plans and conduct focus walks to review differentiated instruction and reviews on-going data collection.</p>		
<p>Reading Goal #4a: To increase percentage of students in the lowest 25% of the school (bottom quartile) making learning gains in reading by 5% (2) <i>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> 76% (30)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 81% (32)</p>					
		<p>4.2 Limited staff</p>	<p>4.2.Common RTI Block</p>	<p>4.2. Principal, SIC, guidance counselor classroom teachers and resource teachers, paraprofessionals and staff.</p>	<p>4.2. RTI data collection and analysis.</p>	<p>4.2. Review of RTI plans and data by RTI Leadership Team and principal.</p>	

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

		4.3 Time and knowledge of Florida Continuous Improvement Model.	4.3. Teachers will use the FCIM Model to focus instruction on areas of weakness as determined by classroom data.	4.3. Principal, SIC, classroom teachers.	4.3. FCIM data collection and analysis.	4.3. Review of FCIM data.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: <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>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012 61%	2012-2013 64%	2013-2014 68%	2014-2015 71%	2015-2016 75%	2016-2017 79%	

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 To increase the baseline data from 57% in 2010 to 68% in 2013.</p>						
<p><u>Reading Goal #5A:</u> To increase the baseline data from 57% in 2010 to 68% in 2013.</p>							
<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 subgroup:</p>	<p>Anticipated Barrier</p>						
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Lack of student background knowledge, experience and vocabulary.</p>	<p>5B.1. Increased exposure to non-fiction content across the curriculum.</p>	<p>5B.1. Classroom teachers, resources teachers, School Instructional Coach and principal.</p>	<p>5B.1. Analysis of performance data.</p>	<p>5B.1. Review of teacher data.</p>		

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
All subgroups will make Adequate Yearly Progress in reading							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black:73% Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black:80% Hispanic: Asian: American Indian:					
		5B.2. Time and resources for planning and research.	5B.2. Professional Development focusing on background knowledge and vocabulary development.	5B.2. Principal and School Instructional coach and district coaches and PDF .	5B.2 Teacher survey	5B.2. Classroom focus walks to review vocabulary and content knowledge instruction.	
		5B.3. Understanding of the FCIM process and the use and development of a focus calendar.	5B.3. Use of instructional focus calendar for reading and language arts lessons.	5B.3. Principal, reading leadership team	5B.3. Professional Development on the FCIM process and development of focus calendar	5B.3. Administration and the School Leadership Team will be aware of the FCIM's upcoming focus and will implement through classroom walkthroughs.	
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

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

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
<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 subgroup:</p>	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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Provide communication concerning the SES tutoring and lack of transportation.</p>	<p>5E.1. Provide tutoring before and after school and Saturday school.</p>	<p>5E.1. Principal/SES site Manager</p>	<p>5E.1.. Number of students enrolled and participating in SES tutoring and Saturday school.</p>	<p>5E.1. Student growth as measured by FAIR assessments and SES progress monitoring tools throughout the school year.</p>		
<p><u>Reading Goal #5E:</u> 50% of the economically disadvantaged students will make Adequate Yearly Progress in reading.</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> 43% (27)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 50% (33)</p>					

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

		5E.2. Lack of parental involvement, tardiness and attendance.	5E.2. Incentives will be provided to students to promote attendance. Parents will be invited to information/training nights at least 3 nights a year.	5E.2. Administration, teachers, VLC's, resource team, ESE teachers	5E.2. Parent feedback forms, Attendance records	5E.2. Parent feedback forms, Attendance records via Oncourse	
		5E.3. Lack of differentiated and small group instruction by classroom teacher.	5E.3. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	5E.3. Classroom Teacher	5E.3. Increased DRA scores, District Benchmark data and moving students through gradient of text.	5E.3. DRA2 and District Benchmark data	

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Motivation	K-5	Grade Level Lead	School-wide	Early Release	Teachers will be required to document student goal setting form	Administration
RTI	K-5	LaTonya Fleming	School-wide	Every monthly	PLC's Agendas, CPST agenda's Implementation of RTI in each classroom, lesson plans, data and monitoring forms.	Administration
How to Help Struggling Readers	K-5	Meg Rohal/Hawthorne	School-wide	November, 2012	Data, Success Binders, FAIR & DRA Data, Lesson Plans, Guided Reading Groups	RTI, CPST, Administration

Reading Budget (Insert rows as needed)

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

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

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

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1. Teachers lack of experience and skill set in working with ESOL students.	1.1 Additional training and support for teachers of ESOL students.	1.1. Reading Coach and Guidance Counselor and classroom teacher.	1.1. Quarterly assessment of student progress.	1.1. Oral responses to two extended response questions on the Houghton Mifflin Benchmark.	
CELLA Goal #1: <i>The goal for the 2012-2013 school year will be 50% scoring at proficiency in listening/speaking</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 0% (0)..					
		1.2. Lack of specific interventions needed to accommodate the learning styles of ESOL students.	1.2. Include specific strategies for response to intervention in lesson plans for the ESOL students.	1.2.Principal, Reading Coach	1.2.Quarterly monitoring of student progress.	1.2.Report card; test results
		1.3. Parents lack of English use at home inhibits continuation of strategies and skills at home.	1.3. Provide parents with resources to help them to learn and use English at home.	1.3. Guidance Counselor and classroom teachers.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. Teachers lack experience and skill set in working with ESOL students.	2.1. Additional training and support for teachers of ESOL students	2.1.Reading Coach, guidance e counselor and classroom teacher	2.1.Quarterly assessment of student progress	2.1.FAIR, DRA's ,Benchmarks, and Weekly Reading Assessments	

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

<p>CELLA Goal #2:</p> <p><i>The goal is for the 2012-2013 year will be 50% scoring at proficiency in Reading.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>20% (1).</p>					
		<p>2.2. Limited English Vocabulary and lack of skills in building back ground knowledge</p>	<p>2.2. Teach strategies with an emphasis on building background knowledge to strengthen vocabulary skills</p>	<p>2.2. Classroom Teacher and Reading Interventionist</p>	<p>2.2. weekly assessments</p>	<p>2.2. RtI Progress monitoring, Fair, and weekly vocabulary test</p>
		<p>2.2. Limited English Vocabulary and lack of skills in building back ground knowledge</p>	<p>2.2. Teach strategies with an emphasis on building background knowledge to strengthen vocabulary skills</p>	<p>2.2. Classroom Teacher and Reading Interventionist</p>	<p>2.2. weekly assessments</p>	<p>2.2. RtI Progress monitoring, Fair, and weekly vocabulary test</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>3. Students scoring proficient in Writing.</p>	<p>2.1. Teachers lack experience and skill set in working with ESOL students.</p>	<p>2.1. Additional training and support for teachers of ESOL students</p>	<p>2.1. Reading Coach, Guidance Counselor, and classroom teacher.</p>	<p>2.1. Quarterly assessment of student progress</p>	<p>2.1. District Writing Prompts</p>	
<p>CELLA Goal #3:</p> <p><i>The goal for the 2012-2013 school year will be 50% scoring at proficiency in Writing.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>0%..</p>					
		<p>2.2. Limited Reading skills, oral language, and vocabulary skills have a direct correlation to limited writing skills</p>	<p>2.2. Teach strategies to develop reading, oral language and vocabulary skills.</p>	<p>2.2. Classroom Teacher and Reading Interventionist</p>	<p>2.2. weekly assessment</p>	<p>2.2. weekly reading assessment, Extended response questions, and weekly writing assignments</p>

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

		2.3. Limited Cultural Background Knowledge and experiences	2.3. Involve students in vicarious cultural experiences and provide rich examples during core teaching periods to build background knowledge	2.3. Classroom Teacher and Reading Interventionist	2.3. weekly assessment	2.3. weekly reading assessments, extended response questions and writing assessment
--	--	--	--	--	------------------------	---

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

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary	Problem-						
-------------------	-----------------	--	--	--	--	--	--

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

Mathematics Goals	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		
<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1. Teacher knowledge of use of formative and summative data from newly adopted math curriculum.</p>	<p>1.1. Determine core instructional needs by reviewing Florida Ready diagnostic and Benchmark assessment data. Plan differentiated instruction using evidence based instruction/enrichments within the math workshop.</p>	<p>1.1. Classroom Teachers</p>	<p>1.1. Analysis and review of formative and summative data during Common Planning Time to determine effectiveness of differentiated instruction during RTI and DI Wednesday. Focus calendars, ability groups, Studyisland, technology and home spec scrimmages.</p>	<p>1.1. Administration will conduct walkthroughs. Benchmark Assessment Data Diagnostic Tests</p>		

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

<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase percentage of students achieving level 3 in math to 35% (55)							
	<i>Enter numerical data for current level of performance in this box.</i> 33% (52)	<i>Enter numerical data for expected level of performance in this box.</i> 45% (57)					
		1.2. Attendance, parent involvement.	1.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student conferences. Parent contact log	1.2. Classroom Teacher	1.2. Improved Student Attendance, improved parent initiated communication.	1.2. Oncourse. Student progress.	
		1.3. Instructional time and time management.	1.3. Clock/Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines.	1.3. Classroom Teacher	1.3. Peer observation, PLC and videotaping.	1.3. Workshop model completed on time.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

Mathematics Goal #1b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance-*	2013 Expected Level of Performance-*					
	<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.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Teacher knowledge and use of data to guide instructions	2a.1. Determine core instructional needs by reviewing Florida Ready Diagnostic and Benchmark data. Plan differentiated instruction using evidence based instruction/ enrichments within the math workshop.	2a.1. Classroom Teachers	2a.1. Analysis and review of formative and summative data during Common Planning Time to determine effectiveness of differentiated instruction during RTI and DI Wednesday, ability groups, studyisland, technology and home spec scrimmages.	2a.1. Administration will conduct walkthroughs. Benchmark Assessment Data Diagnostic Tests		

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

<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase percentage of students achieving level 4/5 to 45% (72)							
	<i>Enter numerical data for current level of performance in this box.</i> 43% (68)	<i>Enter numerical data for expected level of performance in this box.</i> 45% (72)					
		2a.2. Attendance, parent involvement.	2a.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student conferences. Parent contact log	2a.2. Classroom Teacher	2a.2. Improved Student Attendance, improved parent initiated communication.	2a.2. Oncourse. Student progress.	
		2a.3 Instructional time and time management.	2a.3 Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines.	2a.3 Classroom Teacher	2a.3 Peer observation , PLC and videotaping.	2a.3 Workshop model completed on time.	

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<p>Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<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 group:</p>	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>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3.1. Teacher knowledge and use of the Envisions and Investigations math curriculum and assessment system and knowledge of the NGSSS/ Common Core</p>	<p>3.1. Implements the full Math Workshop Model in the Math Curriculum.</p>	<p>3.1. SIC and Principal</p>	<p>3.1. Use of math curriculum and the use of Envisions and Investigations assessment components.</p>	<p>3.1. Focus walkthroughs by the SIC will be used to ensure all math teachers are using the workshop model and the components of the new curriculum. Feedback generated from walkthroughs.</p>		
<p><u>Mathematics Goal #3a:</u> To increase percentage of students making learning gains in mathematics to 70% (65)</p>	<p><u>2012 Current Level of Performance:*</u> 64% (60)</p>	<p><u>2013 Expected Level of Performance:*</u> 70% (65)</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> 64% (60)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 70% (65)</p>					

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

		3.2. Understanding the FCIM process and the use and development of a focus calendar.	3.2. Utilize the FCIM to identify areas of concern in core curriculum needing intervention and focus including DI Wednesday.	3.2. School Leadership Team.	3.2. Professional Development on the FCIM process, development of focus calendar and Blitz Wednesday.	3.2. SLT will review student grouping information monthly and ensure groups are redesigned to target the needs of students based on assessment as well as PLC.	
		3.3. Instructional time and time management.	3.3. Clock/Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines.	3.3. Classroom Teacher	3.3. Peer observation and videotaping..	3.3. Workshop model completed on time.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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

		3b.3.	3b.3.	3b.3.	3b.3.	3b.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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1 Time and resources for additional differentiated instruction to improve level of skills and conceptual knowledge of math.	4.1. Use student performance data to differentiate instruction and provide appropriate enrichment (RTI, Guided Math, FCIM and ability groups).	4.1. Principal and School Leadership Team.	4.1. Using the assessment data to differentiate instruction and determine student's gains.	4.1. Benchmark Assessment data, Envisions assessment components, Investigations Assessment Components and diagnostic tests.		

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

<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>To increase the percentage of students in the lowest 25% making learning gains in mathematics to 68% (63)</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i> 65% (60)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 68% (63)</p>					
		<p>4.2. Lack of Understanding/Motivation.</p>	<p>4.2. Interesting performance based activities using manipulatives. Small group/ one-on-one instruction, peer tutoring and teacher/student conferences.</p>	<p>4.2. Classroom teacher, ESE teacher</p>	<p>4.2. Student improvement on assessments/test scores. Math Journal writing that demonstrates student understanding of concept or skills and Envisions intervention kit.</p>	<p>4.2. Various assessments, evaluation of math journals. Progression of increased scores on core curriculum assessments.</p>	
		<p>4.3. Attendance, parent involvement.</p>	<p>4.3. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student conferences. Parent contact log</p>	<p>4.3. Classroom Teacher</p>	<p>4.3. Improved Student Attendance, improved parent initiated communication.</p>	<p>4.3. Oncourse. Student progress.</p>	

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

<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p><u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012 78%</p>	<p>2012-2013 80%</p>	<p>2013-2014 82%</p>	<p>2014-2015 84%</p>	<p>2015-2016 86%</p>	<p>2016-2017 88%</p>	

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 76%</p>	<p>78%</p>	<p>80%</p>	<p>82%</p>	<p>84%</p>	<p>86%</p>	<p>88%</p>
<p><u>Mathematics Goal #5A:</u></p>							
<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 subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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

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

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

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

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

<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

Middle School Math ematics Goals	Problem-Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<u>Mathematics Goal #1a:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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

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

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

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<p><u>Mathematics Goal #2b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<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 group:</p>	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>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<p><u>Mathematics Goal #3a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Mathematics Goal #3b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<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 group:</p>	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>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<p><u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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

<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p><u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 76%</p>	<p>78%</p>	<p>80%</p>	<p>82%</p>	<p>84%</p>	<p>86%</p>	<p>88%</p>
<p><u>Mathematics Goal #5A:</u> <i>To decrease the achievement gap in mathematics from 76% in 2011 to 88% in 2017.</i></p>							
<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 subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. Lack of differentiated and small group instruction by classroom teacher.</p>	<p>5B.1.Guided math groups and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.</p>	<p>5B.1.Classroom teacher</p>	<p>5B.1.District Benchmark data and weekly assessments</p>	<p>5B.1. District Benchmark data and weekly assessments</p>		
<p><u>Mathematics Goal #5B:</u> To make Adequate Yearly Progress (AYP) in mathematics in all applicable subgroups</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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

	<i>Enter numerical data for current level of performance in this box.</i> White: Black:84% Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black:88% Hispanic: Asian: American Indian:					
		5B.2. Attendance and parent involvement.	5B.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student conferences.	5B.2. Classroom Teacher	5B.2. Improved Student Attendance, improved parent initiated communication.	5B.2. Oncourse. Student progress.	
		5B.3.Lack of additional resources to reinforce math concepts.	5B.3. Increase the use of manipulative and hands on activities to reinforce mathematics concepts and conceptual knowledge using the Envisions, Investigations, E.D.C. curriculum for use of reteaching to reinforce skills.	5B.3. Principal and SIC	5B.3. Use of Envisions and Investigations assessment models and resources for differentiation.	5B.3. SIC and teachers will create ability leveled groups to reinforce math concepts including but not limited to stations and centers. Principal and SIC will ensure that activities are implemented.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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

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

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

Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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.2.
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Time and transportation for after school tutoring.	5E.1. SAI tutoring for economically disadvantaged students in math after school.	5E.1. Principal and SIC	5E.1. Progress monitoring and analysis of data to determine progress toward proficiency.	5E.1. Benchmark Assessment data; Envisions and Diagnostic assessments components; teacher made assessment		

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

<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To make Adequate Yearly Progress (AYP) in mathematics in all applicable subgroups.							
	<i>Enter numerical data for current level of performance in this box.</i> ED 76% (47)	<i>Enter numerical data for expected level of performance in this box.</i> ED 80% (50)					
		5E.2. Lack of differentiated and small group instruction by classroom teacher	5E.2. Guided math groups and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	5E.2. Classroom teacher, ESE teacher	5E.2. District Benchmark data and weekly assessments	5E.2. District Benchmark data and weekly assessments	
		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	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		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

Mathematics Goal #1:	<u>2012 Current Level of Performance</u> *	<u>2013 Expected Level of Performance</u> *					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2:	<u>2012 Current Level of Performance</u> *	<u>2013 Expected Level of Performance</u> *					
<i>Enter narrative for the goal in this box.</i>							

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

	<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	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
<u>Mathematics Goal #3:</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>					

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

		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: <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>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra Goal #1: <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>					

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	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	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Algebra Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 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>					

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

	<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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: <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.	

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

		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: <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 EOC Goals

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

Geometry End-of-Course Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Geometry Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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

<p><u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<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 subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry 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>					

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

		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: <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

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

Professional Development (PD) aligned with Strategies through						
--	--	--	--	--	--	--

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

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
K-5	SIC	PLC, VLC,School wide	September 2012	Modeling of Lessons Classroom visits	Principal Math Interventionist	Principal Math Interventionist
3-5	SIC	Grade Level, VLC	September- June 2012- 2013	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence- based instruction/ interventions within mathematics blocks.	Math Interventionist, Principal, SIC	Math Interventionist, Principal, SIC
K-5	SIC	School Wide	September- June 2012-2013	Observations and classroom walkthroughs. Documentation in lesson plans	Principal Math Interventionist	Principal Math Interventionist

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

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and	Problem-						
-----------------------	-----------------	--	--	--	--	--	--

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

Middle Science Goals	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		
<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1. Teachers lack of understanding of the 5E planning model.</p>	<p>1.1. Utilize hands on laboratory experiments using the 5E Model. The use of science journals</p>	<p>1.1. Principal</p>	<p>1.1. Analysis of assessment data both formative and summative.</p>	<p>1.1. Focus walkthroughs by the principal will be used to ensure that laboratory experiments are being performed</p>		
<p><u>Science Goal #1a:</u> To increase percentage of students achieving level 3 in Science to 55% (26).</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

	<i>Enter numerical data for current level of performance in this box.</i> 50% (26).	<i>Enter numerical data for expected level of performance in this box.</i> 55% (28).					
		2. Tools and resources for science experiments . Student's ability to follow directions and experience with hands on science experiments and scientific method.	1.2. Provide real world science experiments and engaging activities as well as the use of studyisland.	1.2. Science lead teacher.	1.2. Students ability to do performance tasks.	1.2. Administration will conduct walkthroughs to determine frequency of real world experiences. Look at student work and science journals.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Science 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>					

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

	<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.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2.1. Tools and resources for science experiments. Student’s ability to follow directions and experience with hands on science experiments	2.1. Provide real world science experiments and engaging activities as well as Studyisland.	2.1. Science lead teacher.	2.1. Students ability to do performance tasks according to the learning schedule and performance on PMA and teacher made tests. Scientific method during lab experiments.	2.1. Administration will conduct walkthroughs to determine frequency of real world experiences. Analysis of PMA data and student work.		

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

<p><u>Science Goal #2a:</u> To increase percentage of students achieving level 4/5 in science by 35%. (18)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> 31%. (16)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 35%. (18)</p>					
		<p>2.2. Students entering the fifth grade lacking knowledge in the scientific method</p>	<p>2.2 Consistent use of science data books and journals to help students clear up misconceptions.</p>	<p>2.2 Classroom Teachers</p>	<p>2.2. Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments.</p>	<p>2.2 Performance Task and Progress Monitoring Assessments</p>	
		<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2b.1.</p>	<p>2b.1.</p>	<p>2.1.</p>	<p>2b.1.</p>	<p>2b.1.</p>		

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

Science Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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

Florida Alternate Assessment High School Science Goals

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

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

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

<p>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Science Goal #1: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<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 group:</p>	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>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Science Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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 End-of-Course (EOC) Goals

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

<p>Biology EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
---------------------------------	---	--	--	--	--	--	--

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal #1: <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		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Biology Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Instruction in Science using 5 E model	K-5	SIC/District Science Specialist	Grade levels	September 2013	Classroom walkthroughs	Principal SIC
Review of 5'E's	K-5	Teachers	School-wide	January 2013	Focus Walk	Science VLC/ School Administration
Academy of Science	K-5	District Personnel	Primary Representative Intermediate Representative	Ongoing 2011/2012 Monthly meetings	Redelivery of materials, Focus Walks, Lesson Plans and classroom observations	Science VLC//School Administration

Science Budget (Insert rows as needed)

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1.1. Lack of understanding of how to teach the process of revising and editing.	1.1. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.	1.1. Classroom Teachers	1.1. Teacher/administration chats will take place after each administration of district writing prompts.	1.1. Grade level monitoring form will be turned in to administration.		

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

<p><u>Writing Goal #1a:</u> To increase the percentage of students scoring at FCAT level 3.0 and higher in writing to 80% (34)</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> 77% (32)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> 80% (34)</p>					
		<p>1.2. Lack of understanding of how to utilize the 4th grade FCAT scoring rubric.</p>	<p>1.2. Peer partnerships will be established among teachers to improve the accuracy of scoring student writing. Teachers will score 20% of a random sampling of their partner's student work.</p>	<p>1.2. Classroom teachers and administrative team</p>	<p>1.2. Teacher/administration chats will take place after each administration of district writing prompts.</p>	<p>1.2. Grade level monitoring form will be turned in to administration.</p>	
		<p>1.3. Time for teachers to collaborate during the school day.</p>	<p>1.3. Implement resource schedule which allows time for built-in collaboration.</p>	<p>1.3. Principal and Administration</p>	<p>1.3. Teacher/administration chats will take place after each administration of district writing prompts. Teachers and students will have bi-weekly data chats during Guided Writing sessions.</p>	<p>1.3. *Grade level monitoring form will be turned in to administration.</p>	
<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>		

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

Writing Goal #1b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <i>Please note that each Strategy does not require a professional development or PLC activity.</i>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Florida Writes Rubric and Anchor Papers for scoring writing.	4 th grade	Administration	4 th grade teachers	3/13		Administration

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

Teaching the process of revising and editing	K-5 th grade	Classroom Teachers	ELA 3 rd -5 th grade; All primary teachers	3/13		Administration
Write Score	4 th grade	Classroom Teacher	4 th grade teacher	3/13		Administration

Writing Budget (Insert rows as needed)

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <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.	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <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	

Civics Professional Development

Professional Development (PD) aligned with Strategies through						
--	--	--	--	--	--	--

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

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

Civics Budget (Insert rows as needed)

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	I.1.	I.1.	I.1.	I.1.	I.1.		

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

<u>U.S. History Goal #1:</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>U.S. History 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>					

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

	<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	

U.S. History Professional Development

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

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance	Problem-solving Process to						
-------------------	-----------------------------------	--	--	--	--	--	--

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

Goal(s)	Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parent lack of transportation, resources, computers and phone communication. Newsletters and school communication not delivered by student.	1.1. Communicate the importance of attending school daily. - Parent Link Phone messaging system - Parent Newsletter - Parent/Teacher Conferences - Parent/Administrator attend related conferences.	1.1. Principal Guidance Counselor Truancy officer	1.1. Itemize student attendance data monthly/quarterly.	1.1. Genesis/Data Warehouse		
Attendance Goal #1: To reduce the percentage of students with 10 or more absences by 2%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	22% (77)	20% (67)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	22% (77)	20% (67)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					

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

	22% (77)	20% (67)					
		1.2. Student who arrive late due to parents personal issues.	1.2. To provide parent workshops on attendance regarding the impact absenteeism has on student achievement. Parent conference with truancy officer.	1.2. Administration Guidance Counselor and truancy officer	1.2. The attendance clerk will monitor the attendance using OnCourse/Genesis	1.2. Attendance Records	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Absenteeism	K-5	Foundations Lead	School-wide	October 2012	Teachers will work with students on attendance goals	Administration
	Second Step Training	K-3	District Personnel	Teachers New to Central Riverside	December 2012	Lesson Plans	Administration

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

--	--	--	--	--	--	--

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Evidence of the implementation of CHAMPS in the classroom.	1.1. Conduct a CHAMPS training for all staff members on each grade level to discuss expectations. Foundations Team will review school-wide discipline plan with grade level to ensure all staff members are familiar with the plan. Review of CHAMPS training for all staff members to discuss expectations review of discipline data.	1.1. Administration/Grade level chair	1.1. Improvement Cycle, observations, Genesis reports, behavior data.	1.1 Improvement Cycle, observations, Genesis reports, behavior data, surveys and decrease number of referrals written.		
<u>Suspension Goal #1:</u> To maintain or decrease the number of student suspensions from 53 to 40 for the 2012-2013 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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

	Enter numerical data for current number of in-school suspensions There were a total of 5 in school suspension for 2011/2012	Enter numerical data for expected number of in-school suspensions The expected number of in school suspension for 2012/2013 is 3.					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	Enter numerical data for current number of in-school suspensions There were a total of 5 in school suspension for 2011/2012	Enter numerical data for expected number of in-school suspensions The expected number of in school suspension for 2012/2013 is 3.					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	Enter numerical data for current number of students suspended out-of-school There were a total of 53 out of school suspension for 2011/2012	Enter numerical data for expected number of students suspended out-of-school The expected number of out of school suspension for 2012/2013 is 40.					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	Enter numerical data for current number of students suspended out-of-school There were a total of 53 out of school suspension for 2011/2012	Enter numerical data for expected number of students suspended out-of-school The expected number of out of school suspension for 2012/2013 is 40.					

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

		1.2.Evidence of Rituals and Routines in place in every classroom	1.2. Teachers will review expectations (CHAMPS) with students during the first nine weeks of school to embed the expectation within the culture of the school.	1.2.Administration/Teachers	Improvement Cycle, observations, Genesis reports, behavior data.	Improvement Cycle, observations, Genesis reports, behavior data, surveys and decrease number of referrals written.	
		1.3. Evidence of the implementation of school wide discipline plan.	1.3.Full time guidance will mplement Classroom Guidance with focus on conflict resolution, bullying, anger management skills, social skills, and other personal skills	1.3.School Counselor	1.3. Report from guidance counselor to administration and foundations team about lessons and frequency of classroom guidance.	1.3.Genesis/Data Warehouse	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	CHAMPS training	All grade levels	Administration	School-wide	Pre-planning	Focus Walk to view Champs in action	Administration
	Foundation VLC/Second Steps	All grade levels	VLC Lead/ Guidance	VLC	Monthly/Weekly	Review Agendas/Minutes	Foundation Team

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

Grade Level PLC	All grade levels	Foundations Representative on grade level	PLC	Monthly	Review Agenda /Minutes	Grade Level Chair
-----------------	------------------	---	-----	---------	------------------------	-------------------

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
--	--	------	------	------	------	------	--

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

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

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

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

End of Dropout Prevention Goal(s)

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)).

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.1. Students lose agendas or parents fail to check agendas. Fliers and other parent notification</p>	<p>1.1. Every teacher will attempt to communicate with parents through the student agendas concerning progress in student performance. Utilization of parental portal, school website and teacher-parent communication.</p>	<p>1.1. Classroom Teacher PTA Liaison</p>	<p>1.1. Teachers will monitor planners on a daily basis.</p>	<p>1.1. Administration will review student agendas to verify compliance. PTA Liaison will attend PTA board meetings to communicate need for daily parental review of student agendas.</p>		
<p>To increase parent involvement with parent programs during and after school to improve healthy parent communication between school and home.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p><i>Enter numerical data for current level of parent involvement in this box.</i> 40% (134)</p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i> 50% (169)</p>					

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

		1.2. Lack of parent transportation, communication and interest of parents.	1.2. Muffins for Moms and Doughnuts for Dads Literacy Night FCAT Family Night Math Workshop Science Workshop Bullying workshop Ready to Learn	1.2. SIC SLT	1.2. Feedback forms and surveys and sign in sheets to determine level of parent participation and parent interest.	1.2. Collect participation data based on parent attendance sign in sheets and family surveys.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
---------------------	--	--	--	--	--

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

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
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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>	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE 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
CTE Goal #1: <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

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

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

CTE Budget (Insert rows as needed)

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

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

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

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
---------------------------	--	--	--	--	--	--	--

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

	nt						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.Lack of teacher training on Class I and Class II violations of the Student Code of Conduct	1.1. Foundations Team will develop a plan to determine what violations of the Student Code of Conduct should be referred to the office. This plan will be reviewed with the staff and submitted for approval.	1.1Foundations Team, Teachers, and school administration	1.1. Decrease in student referrals for Class I and Class II violations. Genesis clerk will provide monthly reports.	1.1.Genesis Reports		
<u>Additional Goal #1:</u> Safety for all students by decreasing the total number of Class II referrals by 15% (56)	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i> 20% (69)	<i>Enter numerical data for expected goal in this box.</i> 15% (56)					
		1.2 Lack of parent support based on their own educational experiences related to behavior	1.2. Utilizing the Foundations/CHAMPS curriculum to provide parent training on parenting skills and create a behavior plan.	1.2. Foundations Team/ Administration	1.2. Decrease in referrals. Behavior plan signed by parent.	1.2. Behavior Plan completed	
		1.3. Lack of positive referrals and recognition of outstanding behavior.	1.3. Implement positive referral system to recognize students for outstanding behavior	1.3. All staff members and administration	1.3. Decrease in referrals and increase in positive referrals.	1.3. Positive referrals	

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Class I/Class II Infractions	K-5	Foundations Team	School -wide	December 2012	Grade Levels will create a common list of consequences for violations of Class I/Class II behavior this will be submitted to the administration for review.	SIC/Guidance
Foundations Monthly Meetings	K-5	Foundations Team	Representative from each grade level	Monthly during 2012-2013 school year	Focus Walks	Foundations Team/Administration
District Foundations Training	K-5	District Facilitator	Foundations Team	September 2012, January 2013, April 2013	Focus Walks	Foundations Team/Administration

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
<p style="text-align: right;">Subtotal:</p>			

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:

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

Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total:

eva

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated		
----------------------------------	--	--

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	
<p>The SAC at CRES assists the teachers and the principal in many of the school based decisions. Their activities include (but are not limited to) recruitment of new SAC members, SAC elections, and appointment of a chairman. In addition, the SAC will discuss and plan how to best utilize the appropriation allotted to the SAC. Climate surveys, test results, and budget issues are previewed to help determine school needs. Utilization of the SAC funds to be used in 2012/2013 will be determined when the SAC convenes beginning in September, 2012.</p> <p>The 2012-2013 SIP will be reviewed with the input of the SAC after an analysis of the data and school needs for 2013 and 20134 The budget will be revised according to the new goals. The SIP is continuously monitored by the SAC.</p>	

Describe the projected use of SAC funds.	Amount

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