

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Endeavor Elementary	District Name: Orange
Principal: Sharon Jenkins	Superintendent: Barbara M. Jenkins
SAC Chair: Ronald Zupa	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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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)
Principal	Sharon Jenkins	B.S. Business Administration, Completion of ACP Program, M.S. Educational Leadership, Middle Grades Math, Business 9-12 ESOL Endorsement	0	13	<p>2011-12 Grade D/401, HS: Rdg 33%, Math 24%. Wri 77%, Sci 38%, LG: Rdg. 65%, Math 40%, Lowest 25%: Rdg. 74%, Math 50%</p> <p>2010-11 GradeD/421, HS: Rdg 53%, Math 59%, Wri 74%, Sci 20%, LG: Rdg 54%, Math 60%, Lowest 25%: Rdg 51%, Math 50%</p> <p>2009-2010 Grade B/496, 79% , HS: Rdg., 62% , Math 51%, 69% Wri, 24% Sci., LG 71% Rgd., 63% Math, Lowest 25%: 75% Rdg., 81% Math</p> <p>2008-2009 Grade D/434, HS: Rdg 47%, Math 57%, Wri. 94%, Sci 15%, LG: Rdg, 53%, Math 60%, Lowest 25%: Rdg 45%, Math 63%</p> <p>2007-2008 Grade C/452, HS Rgd. 47%, Math 49%, 75% Wri, 21% Sci, LG 58% Rdg, 69% Math, Lowest 25%: 65% Rdg, 68% Math</p>
Assistant Principal	Fresia Urdaneta	B.S. Elementary Education, M.S. Educational Leadership K-5 Florida Teaching Certificate ESOL Endorsement	0	0	

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
CRT	TracyAnn Jackson	B.S. Elementary Education, Specialist Degree Educational Leadership, RtI Trained ESOL	0	3	<p>2011-12 Grade D/407, HS: Rdg 33%, Math 24%. Wri 77%, Sci 38%, LG: Rdg. 65%, Math 40%, Lowest 25%: Rdg. 74%, Math 50%</p> <p>2010-11 Grade D/421, HS: Rdg 53%, Math 59%, Wri 74%, Sci 20%, LG: Rdg 54%, Math 60%, Lowest 25%: Rdg 51%, Math 50%</p> <p>2009-2010 Grade B/496, 79% , HS: Rdg., 62% , Math 51%, 69% Wri, 24% Sci., LG 71% Rgd., 63% Math, Lowest 25%: 75% Rdg., 81% Math</p>
Reading	Jamie Quinn	S-Early Childhood Education Media Specialist FAIR Master Trainer RtI Trained ESOL Thinking Maps	12	4	<p>2011-12: Grade A/617,%HS: Rdg.80 Math 79, Wri. 84 Sci 69 %LG: Rdg 82 Math 77, Lowest 25%: Rdg 84 Math 62</p> <p>2010-11:Grade 641-A/AYP-YES ,% HS: Rdg. 89 Math 96 Wri. 84, Science 75, % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 74 Math 80</p> <p>2009-10:Grade 609-A/AYP-YES ,%HS: Rdg. 88 Math 92 Wri. 86 Science 70 , %LG: Rdg. 70 Math 68, Lowest 25% LG: Rdg. 62 Math 73</p> <p>2008-09:Grade 606-A/AYP-YES ,%HS: Rdg. 89 Math 86 Wri. 91 Science 65 ,%LG: Rdg. 79 Math 67 Lowest 25% LG: Rdg. 67 Math 62</p>

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Exceptional Education	Jessica Toledo	Exceptional ED K-12 ESOL K-12 Crisis Intervention RtI Trained	11	8	<p>2010-11:Grade 641-A/AYP-YES ,% HS: Rdg. 89 Math 96 Wri. 84 Science 75 ,% LG: Rdg. 75 Math 68 ,Lowest 25% LG: Rdg. 74 Math 80</p> <p>2009-10: Grade 609-A/AYP-YES,%HS: Rdg. 88 Math 92 Wri. 86 Science 70 ,%LG: Rdg. 70 Math 68,Lowest 25% LG: Rdg. 62 Math 73</p> <p>2008-09: Grade 606-A/AYP-YES,%HS: Rdg. 89 Math 86 Wri. 91 Science 65 ,%LG: Rdg. 79 Math 67,Lowest 25% LG: Rdg. 67 Math 62</p> <p>2007-08:Grade 541-B/AYP-NO ,%HS: Rdg. 80 Math 82 Wri. 69 Science 63 ,%LG: Rdg. 65 Math 67, Lowest 25% LG: Rdg. 46 Math 69</p>
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Learning Communities	Leadership Team	June 2013
2. Monthly Coaching Meeting for New Teachers	Regina Hellinger/TracyAnn Jackson	June 2013
3. Lesson Study	Jamie Quinn	June 2013
4. Mentoring Program	TracyAnn Jackson	June 2013
5. Vertical Team Planning	Leadership Team	June 2013
6. Monthly Staff Celebrations	Leadership Team	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Nestor, Mary J., Music Teacher	Completion of ESOL Classes
Lopez, Pedro, Kindergarten Teacher	Completion of ESOL Classes
Huertas, Zaida, Guidance Counselor	Completion of ESOL Classes
Hellinger, Regina, Gifted Resource Teacher	Completion of ESOL Classes
Gallagher, Anna, Art Teacher	Completion of ESOL Classes
White, Cathy, Physical Education Teacher	Completion of ESOL Classes
Johnson, Mitchell, Physical Education Teacher	Completion of Alternative Education Program
Patrick, Kelvin , Fifth Grade Teacher	Completion of ESOL Classes
Philippin, Danielle, Second Grade	Completion of ESOL Classes
Cristello, Megan, Exceptional Education	Completion of ESOL Classes
Francis, Takeisha, Kindergarten Teacher	Completion of ESOL Classes
Naramore, Lynda, ESE Resource	Completion of ESOL Classes

Staff Demographics

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

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

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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
51	20% [10]	35% [18]	35% [18]	10% [5]	41% [21]	76% [39]	6% [3]	6% [3]	76% [39]

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Doris Howze	Chelsy Haynes	Experienced Kg. teacher with new Kg. teacher	Weekly team and one-one meetings, monthly coaching meetings
Patricia Cobb	Kevine McMillan	Experienced Kg. teacher with new Kg. teacher	Weekly team and one-one meetings, monthly coaching meetings
Joy Cahow	Taylor Argenbright	Experienced second grade teacher with new second grade teacher	Weekly team and one-one meetings, monthly coaching meetings
Zaida Huertas	Mitchell Johnson	Experienced ACP teacher with new ACP teacher	Weekly team and one-one meetings, monthly coaching meetings
Jessica Toledo	Megan Cristello	Experienced ESE teacher with new ESE teacher	Weekly team and one-one meetings, monthly coaching meetings
Regina Hellinger	Stephanie Shirley	Experienced fifth/gifted grade teacher with new fifth grade teacher	Weekly team and one-one meetings, monthly coaching meetings
Jamie Quinn	Danielle Phillipin	Experience Resource teacher with new second grade teacher.	Weekly team and one-one meetings, monthly coaching meetings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Endeavor's RtI team is comprised of the Principal (Sharon Jenkins), Assistant Principal (Fresia Urdaneta), Reading Resource Teacher (Jamie Quinn), Curriculum Resource Teacher (TracyAnn Jackson), Staffing Specialist (Jessica Toledo), Guidance Counselor (Zaida Huertas), Psychologist (Ursula Taylor), Social Worker (Laura Otero-Hernandez), Speech Pathologist (Jenna Schlaeger) and RtI trained teachers from primary and intermediate grades.

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

Principal/Asst. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based 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.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: 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.

Instructional Coach/ CRT: Provides guidance on K-12 reading plan and develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Social Worker: Provides interventions to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Endeavor's RtI team meets at least two times per month. The team reviews progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks expectations. Based on this information, the team will identify interventions or enrichment resources needed for targeted students. The RtI team assists with the implementation of interventions and strategies for the lowest 25% of students based on assessments as outlined in the School Improvement Plan. The team also evaluates the effectiveness of the interventions being used. Each team within the school systematically works towards the common goal of success for all students. All teams are coordinated through the RtI team, which works to integrate the work of each of the other teams which include grade level team leaders, literacy team, ESE resource team and grade level PLC's.

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

As a member of the RtI team, the principal will meet with School Advisory Council to discuss and address the focus of the School Improvement Plan. The academic day is structured so that targeted students receive Tier 1, 2 and 3 interventions. Students needing enrichment are also identified and target during the school day. The School Advisory Council is provided monthly updates on the progress toward meeting the SIP goals for reading, math, science and writing. The goals and progress of all subgroups is also discussed.

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MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data</p> <ul style="list-style-type: none">-Progress Monitoring & Report Network (PMRN)-Florida Assessment for Instruction in Reading (FAIR)-FLKRS-Houghton Mifflin Running Records-Edusoft Benchmark Assessment-Envision Math Beginning of the Year Assessments <p>-Progress Monitoring</p> <ul style="list-style-type: none">-Mini-benchmark assessments-FAIR OPM-Monthly Writing Prompts <p>Mid-year</p> <ul style="list-style-type: none">-FAIR-Houghton-Mifflin Running Records-Edusoft Benchmarks <p>End of Year</p> <ul style="list-style-type: none">-FAIR-Edusoft Benchmarks-CELLA-Houghton-Mifflin Running Records-FCAT-Alternative Assessment
<p>Describe the plan to train staff on MTSS.</p> <p>Staff development overview/review during preplanning by trained team members. Also, during preplanning the staff completes the Perceptions of RtI Skills Survey and based on results, training is ongoing as necessary during grade level meetings. Additionally, our district level RtI Coach works with the school's RtI team to determine the level of assistance needed throughout the school and assists based on school needs.</p>

Literacy Leadership Team (LLT)

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

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School-Based Literacy Leadership Team

Team Members

Mrs. Jenkins - Principal
Mrs. Quinn – Reading Coach
Mrs. Byrnes- Media Clerk
Mrs. Giraldo – ESE Teacher
Mrs. Cobb – Kindergarten Teacher
Mrs. Norman- 1st Grade Teacher
Mrs. Castro – 2nd Grade Teacher
Mrs. Mann – 3rd Grade Teacher
Mrs. Pabon – 4th Grade Teacher
Mrs. Perez – 5th Grade Teacher

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

Our purpose this year will be to instill a love of reading into all students and staff members at Endeavor Elementary School. The Reading Leadership Team will work to develop activities throughout the school year that promote the love of reading. In addition, the RLT members will serve as model classrooms at Endeavor and may assist with staff development as requested by the Admin team.

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

Each reading leadership team member will assist with planning, developing, and positively promoting one or more of the following scheduled reading events.

Reading Plus –

The team will work to develop a system that will recognize and reward students for their accomplishments using the Reading Plus Program for 3rd-5th Grade Students.

My On Reader -

The team will work to develop a system that will recognize and reward students for their accomplishments using the myOn Reader Program for K-5th Grade Students.

Accelerated Reader -

The team will work to develop a school wide system that will recognize and reward students for their accomplishments using the Accelerated Reader Program for K-5th Grade Students.

Parade of Books –

This annual event will be held in October to promote reading. Students and staff members will be encouraged to come dressed as their favorite book character. The committee will be responsible for planning and promoting the event.

K-2 Family Literacy Nights –

K-2 Contacts will work with their teams to develop a family literacy night for their grade level. Ideas and suggestions will be shared with the contacts.

Family Literacy Night –

An off campus family literacy night for students in all grade levels will be developed to promote literacy.

Sunshine State Readers –

Students in grades 3-5 are encouraged to read the selected SSYR books each year. The committee will be responsible for working with Mrs. Byrnes to develop a tracking system, a reward system and promoting the SSYR books.

FRA –

The Florida Reading Association has created a separate program for K-2 students. Eight picture books have been selected and students who read or listen to the books will be able to vote for their favorite picture book! The committee will also be responsible for working with Mrs. Byrnes to develop a tracking system, a reward system and promoting the FRA books. Students in grades 3-5 will also vote on the Sunshine State books.

Celebrate Literacy Week –The team will plan and coordinate on campus events to Celebrate Literacy Week in January. District suggestions will be shared with the team by The Reading Coach.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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Public School Choice

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

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

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1 A decrease in the number of students performing at grade level as measured by FCAT 2.0.	1A.1. Teachers will provide differentiated learning centers that include a variety of rigorous activities to promote critical thinking.	1A.1. Instructional Coaches Principal Assistant Principal	1A.1. Lesson Plan Checks Classroom Walkthroughs Students Work Samples Student Assessments	1A.1. HM Assessments Edusoft Minis FCAT Test Maker STAR
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring level 3 in reading. The number of students scoring level 3 decreased by 7 % from 37% to 30% as measured using FCAT 2.0.	30% [114]	33% [125]					
			1A.2. Change in student population, increased number of Economically Disadvantaged students with little or no support outside of school	1A.2. Targeted students will receive before and after school tutoring.	1A.2. Instructional Coaches Principal Assistant Principal	1A.2. After School Attendance Students Work Samples Student Assessments	1A.2. Zoom In Edusoft Edusoft Minis FCAT Test Maker
			1A.3. Meeting the academic needs of a growing ELL population	1A.3. Teachers will continue to integrate ESOL strategies, during the 90 minute reading block, collaborate through PLCs and provide intervention and enrichment activities for identified students.	1A.3. Instructional Coaches Principal Assistant Principal	1A.3. Lesson Plan Checks Classroom Walkthroughs Students Work Samples Student Assessments	1A.3. HM Assessments Edusoft Edusoft Minis FCAT Test Maker STAR CELLA
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Students' poor retention of the skills that have been taught.	1B.1. Provide ample practice of targeted skills aligned to access point's benchmark.	1B.1. ESE Teacher Staffing Specialist Instructional Resource Teacher Principal Assistant Principal	1B.1. Lesson Plan Checks Classroom Walkthroughs Students Work Samples Teacher Made Assessments	1B.1. Curriculum Assessments FAA
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring levels 4, 5 and 6 on Alternate	40% [2]	50% [3]					

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Assessment. The number of students scoring level 4, 5 and 6 increased by one student.		1B.2. Lack of Differentiated Instruction	1B.2. Provide formative assessments to inform instruction.	1B.2. ESE Teacher Staffing Specialist Instructional Resource Teacher Principal Assistant Principal	1B.2. Lesson Plan Checks Classroom Walkthroughs Students Work Samples Teacher Made Assessments	1B.2. Curriculum Assessments FAA
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Providing rigorous activities that engage students	2A.1. Utilize technology to develop the skills of students who need to go beyond the general curriculum. Orange County Virtual School scheduling for those who express interest. Provide students with higher level thinking assignments to develop strengths. Provide enrichment opportunities for advanced readers through vertical teaming, enrichment classrooms, Book Club and small group enrichment reading with gifted teacher.	2A.1. Instructional Coaches Principal Assistant Principal	2A.1. Data Meetings PLC Meetings Lesson Plan Checks Classroom Walkthroughs Students Work Samples Student Assessments	2A.1. HM Assessments Edusoft Edusoft Minis FCAT Test Maker STAR
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring level 4 and above. The number of students scoring Level 4 and 5 decreased by 4% from 52% to 48%.	48% [182]	51% [193]					
			2A.2. Lack of differentiated instruction	2A.2. Provide ongoing guided reading training for teachers	2A.2. Instructional Coaches Principal Assistant Principal	2A.2. PLC Meeting Lesson Plan Checks Classroom Walkthroughs	2A.2. HM Assessments Edusoft Edusoft Minis FCAT Test Maker STAR
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Lack of differentiated instruction	2B.1. Provide formative assessments to inform differentiated instruction	2B.1. Instructional Coaches Principal Assistant Principal ESE Teachers	2B.1 Students Work Samples Informal Observations	2B.1. Curriculum Assessments Florida Alternate Assessment
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of							

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students scoring at or above level 7 on the Alternate Assessment.	60% [3]	80% [4]					
			2B.2. Progress monitoring for the functional reading and math programs	2B.2. Develop teacher made progress monitoring forms	2B.2. Staffing Specialist ESE Teachers	2B.2. Data notebooks	2B.2. ELBS PIC Reading Edmark
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Limited independent reading opportunities at school and home.	3A.1. Increase the school's book selection and volume by purchasing online reading programs that offer a wide variety of books/topics, that can be used at home and at school.	3A.1. Principal Assistant Principal Instructional Coaches	3A.1. Tracking the number of books read weekly by student, class and grade level.	3A.1. Accelerated Reader My On Reader Reading Plus
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students making learning gains in Reading. The number of students making learning gains in reading increase by 6%, from 75% to 82%.	82% [311]	85% [322]					
			3A.2. Limited access to technology to enhance reading skills	3A.2. Purchase and incorporate additional technology and software program to enhance classroom instruction and developing critical thinking skills. Smart Boards, Safari Montage, MyOn Reader.	3A.2. Principal Assistant Principal Instructional Coaches	3A.2. Tracking the number of books read weekly by student, class and grade level.	3A.2. Accelerated Reader My On Reader Reading Plus Edusoft
			3A.3. Targeting each student's specific reading deficiency	3A.3. Teachers will differentiate learning centers.	3A.3. Principal Assistant Principal Instructional Coaches	3A.3. Lesson Plan Checks Classroom Walkthroughs Students Work Samples Student Assessments	3A.3. Accelerated Reader My On Reader Reading Plus Edusoft
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Students' retention of the skills that have been taught	3B.1. Daily review of skills through the use of games and the use of technology.	3B.1. Classroom Teacher Instructional Coaches Principal Assistant Principal	3B.1. Informal Assessments Teacher Observations	3B.1. Curriculum Assessments FAA
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students making learning gains on FAA Reading. None of the students made learning gains on FAA Reading,	0% [0]	3%[2]					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Accurately identifying all students needing interventions	4A.1. Teachers will receive on- going support/training to identify best practices during the 90-Minute Reading Block. Training/overview from the Staffing Specialist on the RtI process to cover any updates or changes to the process.	4A.1. Instructional Coaches Principal Assistant Principal	4A.1. Monthly/Bi-Weekly Data Meetings Monthly Grade Level PLC Meetings	4A.1. FAIR OPM Edusoft Mini Assessments Houghton-Mifflin Grade Level Common Assessments
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students, in the lowest 25%, making learning gains in Reading. The number of students, in the lowest 25%, making learning gains in Reading increased by 10%, from 74% to 84%.	84% [318]	87% [330]					
			4A.2. Lack of student engagement during intervention groups	4A.2. In addition to in school interventions provided after school tutoring for identified students from October 2012 to March 2013. RtI team will assist teachers in selecting appropriate resources during the intervention block.	4A.2. Instructional Coaches Principal Assistant Principal	4A.2. Monthly/Bi-Weekly Data Meetings Grade level PLC's RtI Meetings	4A.2. FAIR OPM Edusoft Mini Assessments Houghton-Mifflin Grade Level Common Assessments
			4A.3. Minimal parental involvement and support in reading activities	4A.3. Provide training for parents via newsletters and parent nights in reading strategies they can use at home. Utilize Connect Ed. to remind families of special literacy events throughout the year	4A.3. Reading Coach CCT Reading Leadership Team Classroom Teachers	4A.3. Sign In Sheets/Attendance for Events Parent Surveys Parent Leadership Council Mtgs.	4A.3. FAIR OPM Edusoft Mini Assessments Houghton-Mifflin Grade Level Common Assessments
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1. Students' retention of the skills that have been taught	4B.1. Daily review of skills through the use of games and technology.	4B.1. Classroom Teacher Instructional Coaches Principal Assistant Principal	4B.1. Informal Assessments Teacher Observations	4B.1. Curriculum Assessments Progress Monitoring Tool
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring in lowest 25% on the FAA.	0% [0]	3% [12]					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
5A. In six years school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> We will reduce our achievement gap for all subgroups in math	Baseline data 2010-2011		All students: 77%(292)	79%(299)	81%(306)	83%(315)	85%(322)	88%(334)				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <u>Reading Goal #5B:</u> All subgroups made satisfactory progress.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.					
		<table border="1"> <tr> <td style="text-align: center;"><u>2012 Current Level of Performance:*</u></td> <td style="text-align: center;"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </table>		<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	N/A	N/A					
		<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
		N/A	N/A									
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.						
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1. CRT	5C.1.	5C.1.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			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 reading.			5D.1. Level of complexity	5D.1. Provide resource services using the push in model. Provide after school reading tutoring to our lowest quartile of readers in grades 3-5.	5D.1. Resource Teacher Classroom Teachers Instructional Coaches Principal Assistant Principal	5D.1. Bi-weekly progress monitoring	5D.1. I-Ready Assessments Running Records Progress Monitoring Tool
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We will increase the number of Students with Disabilities scoring at or above grade level in reading.	51%(18)	56%(20)					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Parental support	5E.1. Provide after school reading tutoring to our lowest quartile of readers grades 3-5	5E.1. Resource Teacher Classroom Teachers Instructional Coaches Principal, Assistant Principal	5E.1. Bi-weekly progress monitoring	5E.1. I-Ready Assessments Running Records
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We will increase the number of Economically Disadvantaged students scoring at or above grade level in reading	71%(146)	73%(150)					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Houghton Mifflin Guided Reading	Kg.-5	District Resource Teacher	New Kg.-5 Teacher	September 2012	Ongoing grade level trainings; PLC meetings/monthly staff meetings	Instructional Coaches
Marzano Teacher Assessment	Kg.-5	Admin. Team	All Instructional Staff	May 2013	Monthly Staff Development	Admin. Team
Common Assessments	Kg.-5	Instructional Coaches	Kg.-5	Monthly	Ongoing grade level trainings; PLC meetings/monthly staff meetings	Admin. Team

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NGSSS transition to Common Core	Kg.-5	District Resource Teachers, Black Belt Teachers, Instructional Coaches	Kg.-5	Ongoing through June 2013	Lesson plan review, Classroom Walkthroughs	Principal. Assistant Principal, Instructional Coaches
Lesson Study	1 st grade	Instructional Coaches	First Grade Teachers	Ongoing through June 2013	Lesson plan review, Classroom Walkthroughs, PLC Meetings	Principal. Assistant Principal, Instructional Coaches

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading A-Z/Raz Kids	On line printable books	General	3,376.28
My On Reader	Digital books with built in assessments	General	3,900.00
Renaissance Learning	Leveled books and assessments	General	5,588.80
Reading Plus	Leveled Reading Passages	General	2,000.00
			Subtotal:14,865.08
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Zoom In	Reading materials for After School Tutoring	Supplement Academic Instruction	2,280
			Subtotal:2,280.00
			Total:17,145.08

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

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End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Students enter the school year midyear without any English language exposure.	1.1. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.	1.1. Classroom teachers, ESOL paraprofessional, CCT, Assistant Principal	1.1. Progress Monitoring of students	1.1. Grade level common assessments, teacher observation of students
CELLA Goal #1: Using Test Level A1(K-2) and Test Level B1 (3-5)the students' scores will be increased by 3-5%: 1. Kindergarten – 58% proficient 2. 1 st grade – 76% proficient 3. 2 nd grade – 86% proficient 4. 3 rd grade – 48% proficient 5. 4 th grade – 69% proficient 6. 5 th grade – 82% proficient	2012 Current Percent of Students Proficient in Listening/Speaking: Using Test Level A1 students scored: 1. Kindergarten – 53% proficient (17/32) 2. 1 st grade – 71% proficient (27/38) 3. 2 nd grade – 81% proficient (21/26) Using Test Level B1 students scored: 1. 3 rd grade – 43% proficient (12/28) 2. 4 th grade – 64% proficient (18/28) 5 th grade – 82% proficient (32/39)					
		1.2. LEP students may not have the language support to grasp concepts presented.	1.2. Provide support for LEP students through ESOL paraprofessionals.	1.2. CCT, ESOL paraprofessionals	1.2. Progress Monitoring of students	1.2. Grade level common assessments, teacher observation of students
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. Students enter the school year midyear without any English language exposure.	2.1. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.	2.1. Classroom teachers, ESOL paraprofessional, CCT, Assistant	2.1. Progress Monitoring of students	2.1. Grade level common assessments, teacher observation of students
CELLA Goal #2: Using Test Level A1(K-2) and	2012 Current Percent of Students Proficient in Reading:					

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<p>Test Level B1 (3-5)the students' scores will be increased by 3-5%:</p> <ol style="list-style-type: none"> 1. Kindergarten –5% proficient 2. 1st grade –34% proficient 3. 2nd grade – 74% proficient 4. 3rd grade –37% proficient 5. 4th grade –76% proficient 6. 5th grade –87% proficient 	<p>Using Test Level A1 students scored:</p> <ol style="list-style-type: none"> 4. Kindergarten – 0% proficient (0/32) 5. 1st grade – 29% proficient (11/38) 6. 2nd grade – 69% proficient (18/26) <p>Using Test Level B1 students scored:</p> <ol style="list-style-type: none"> 3. 3rd grade – 32% proficient (9/28) 4. 4th grade – 71% proficient (20/28) 5. 5th grade - 82% proficient (32/39) 			Principal		
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>3. Students scoring proficient in Writing.</p> <p>CELLA Goal #3: Using Test Level A1(K-2) and Test Level B1 (3-5)the students' scores will be increased by 3-5%:</p> <ol style="list-style-type: none"> 1. Kindergarten –5% proficient 2. 1st grade –23% proficient 3. 2nd grade – 72% proficient 4. 3rd grade –32% proficient 5. 4th grade –69% proficient 6. 5th grade –74% proficient 	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p> <p>Using Test Level A1 students scored:</p> <ol style="list-style-type: none"> 1. Kindergarten – 0% proficient (0/32) 2. 1st grade – 18% proficient (7/38) 3. 2nd grade – 67% proficient (18/27) <p>Using Test Level B1 students scored:</p> <ol style="list-style-type: none"> 4. 3rd grade – 27% proficient (8/30) 5. 4th grade – 64% proficient (18/28) 5th grade – 69% proficient (27/39) 	<p>3.1. Students enter the school year midyear without any English language exposure.</p>	<p>3.1. Identify and provide language strategies to enhance vocabulary for listening/speaking skills.</p>	<p>3.1. Classroom teachers, ESOL paraprofessional, CCT, Assistant Principal</p>	<p>3.1. Progress Monitoring of students</p>	<p>3.1. Grade level common assessments, teacher observation of students</p>
		<p>3.2. LEP students may not have the language support to grasp concepts</p>	<p>3.2. Provide support for LEP students through Mrs. Quinn and ESOL paraprofessionals.</p>	<p>3.2. CCT, ESOL paraprofessionals</p>	<p>3.2. Progress Monitoring of students</p>	<p>3.2. Grade level common assessments, teacher observation of students</p>

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		presented.				

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. At risk students need more direct instruction from the teacher.	1A.1. Teacher will use differentiated instruction/math centers to target identified students.	1A.1. Teachers Instructional Coaches Principal Assistant Principal	1A.1. Lesson Plan Checks Classroom Walkthroughs Students Work Samples Student Assessments Informal Observations	1A.1. Envision Math Assessments Edusoft Edusoft Minis FCAT Test Maker
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u> 27% [102]	<u>2013 Expected Level of Performance:*</u> 30% [114]					
Increase the number of students scoring level 3 on FCAT math. The number of students scoring Level 3 decreased by 10% from 37% to 27%.			1A.2. At risk students need additional time and practice to develop critical thinking skills.	1A.2. Provide after school or before school math tutoring for at identified students.	1A.2. Teachers CRT Principal Assistant Principal	1A.2. Ongoing progress monitoring	1A.2. CAMS/STAMS Assessments Edusoft Edusoft Minis
			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. Lack of student engagement	1B.1. Daily review and reinforcement of skills through the use of games and technology.	1B.1. Classroom Teacher Instructional Coaches Principal Assistant Principal	1B.1. Informal Assessments Teacher Observations Progress Monitoring	1B.1. Equals Math FAA
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u> 83 % [5]	<u>2013 Expected Level of Performance:*</u> 80% [4]					
Decrease the number of students scoring levels 4, 5, and 6 on the FAA math.			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Core curriculum focuses on concept acquisition rather than building critical thinking skills.	2A.1. Enhance critical thinking and problem solving skills using supplemental materials and CPalms lessons. Grade Level planning sessions to identify which chapters/skills teachers need to supplement	2A.1. Teachers Instructional Coaches Principal Assistant Principal	2A.1. Lesson Plan Checks PLC Meetings Classroom Walkthroughs Informal Assessments	2A.1. Envision Math Assessments CPalms Assessments Edusoft Minis Edusoft
<u>Mathematics Goal #2A:</u> Increase the number of students scoring level 4 and 5. The number of students scoring at levels 4 and 5 decreased by 8% from 59% to 51%.	<u>2012 Current Level of Performance:*</u> 51% [191]	<u>2013 Expected Level of Performance:*</u> 54% [205]					
			2A.2. Limited enrichment activities for advanced learners	2A.2. Provide enrichment for fourth and fifth grade students who have achieved a level 3, 4, or 5 on FCAT Math through Future Problem Solvers.	2A.2. Teachers Instructional Coaches Principal Assistant Principal	2A.2. Weekly Attendance Records Student Projects	2A.2. Curriculum Assessments Edusoft FCAT
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Consistently meeting the specific needs of each students' IEP	2B.1. Progress monitoring through informal assessments	2B.1. ESE Teacher Staffing Specialist Principal Assistant Principal	2B.1. Common Board Lesson Plans	2B.1. Florida Alternate Assessment
<u>Mathematics Goal #2B:</u> Increase the number of students scoring at level 7 on FAA Math.	<u>2012 Current Level of Performance:*</u> 17% [1].	<u>2013 Expected Level of Performance:*</u> 33% [2]					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Increased levels of complexity	3A.1. Continue to build critical thinking and problem solving skills by incorporating CPalm lessons and the use of technology.	3A.1. Teachers Instructional Coaches Principal Assistant Principal	3A.1. Lesson Plan Checks PLC Meetings Classroom Walkthroughs Informal Assessments	3A.1. Envision Math Assessments CPalms Assessments Edusoft Minis Edusoft
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u> 77% [293]	<u>2013 Expected Level of Performance:*</u> 80% [304]					
Increase the number of students making learning gains in math. The number of students making learning gains in math increased by 9%, from 68% to 77%.			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Consistently meeting the specific needs of each student's IEP.	3B.1. Progress monitoring through informal assessments.	3B.1. ESE Teacher Staffing Specialist Principal Assistant Principal	3B.1. Common Board Lesson Plans	3B.1. Curriculum Progress Monitoring Tools Florida Alternate Assessment
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u> 17% [1]	<u>2013 Expected Level of Performance:*</u> 33% [2]					
Increase the number of students making learning gains on the FFA.			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. All students fluent in fact fluency	4A.1. School wide implementation of First In Math in grades 2-5 to build fact fluency.	4A.1. Teachers Instructional Coaches Principal Assistant Principal	4A.1. Lesson Plan Checks PLC Meetings Classroom Walkthroughs Informal Assessments Monitoring of student participation in First In Math	4A.1. Envision Math Assessments CPalms Assessments Edusoft Minis Edusoft
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The number of students, in the lowest 25%, making learning gains decreased by 18%, from 80% to 62%.	62% [236]	65% [247]					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> We will reduce our achievement gap for all subgroups in math:	Baseline data 2010-2011		All students: 84%(318)	86%(326)	87%(330)	89%(337)	90%(341)	92%(349)
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> We will increase the number of students scoring at or above grade level, in math, in each subgroup.	<u>2012 Current Level of Performance:*</u> White: 84%(95) Hispanic:85% (152)	<u>2013 Expected Level of Performance:*</u> White: 87%(98) Hispanic: 87%(156)	5B.1. White: Parental Involvement Hispanic: Parental Involvement	5B.1. Provide interventions both during the school day and before or after school.	5B.1. Teachers Instructional Coaches Principal Assistant Principal	5B.1. Progress monitoring of students progress in math	5B.1. Envision Math Assessments CPalms Assessments Edusoft Minis Edusoft	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Language barrier	5C.1. Provide interventions both during the school day and before or after school	5C.1. Teachers Instructional Coaches Principal Assistant Principal	5C.1. Progress monitoring of students progress in math	5C.1. Success Maker Reports Shoots and Ladder Assessments
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	84% (104)	86% (107)					
We will increase the number of ELL students scoring at or above grade level in math.			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. Lack of parental support	5D.1. Provide interventions both during the school day and before or after school	5D.1. Teachers Instructional Coaches Principal Assistant Principal	5D.1. Progress monitoring of students progress in math	5D.1. Success Maker Reports Shoots and Ladder Assessments
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	49% (18)	53% (19)					
We will increase the number of Students with Disabilities scoring at or above grade level in math.			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Lack of parental support	5E.1. Provide interventions both during the school day and before or after school	5E.1. Teachers Instructional Coaches Principal Assistant Principal	5E.1. Progress monitoring of students progress in math	5E.1. Success Maker Reports Shoots and Ladder Assessments
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We will increase the number of Economically Disadvantaged students performing at or above grade level in math.	78%(160)	80%(164)					
			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

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	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>					
			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:	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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> 	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> Black: 71.4 Hispanic: 75.4 American Indian: 66.7	<u>2013 Expected Level of Performance:*</u> Black: Hispanic American Indian:	5B.1. Black: Hispanic: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Many students enter school speaking little or no English.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There is current a 17.3% achievement gap for ELL students with less than two years.	61.1	62.5					
			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.
<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.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Support at home with homework	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There is current a 7% achievement gap for free and reduced lunch students in math.	71.4	72.4					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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

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

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

Algebra 1 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.	1.1.
Algebra 1 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
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

End of Algebra 1 EOC Goals

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

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

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
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>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <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 Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Envision Mathematics	Kg-5	District	District Resource Teacher	September 2012	School level staff development and coaching throughout the year	CRT
Differentiated Instruction/Math Centers	Kg-5	CRT	Kg.-5	October 2012	School level staff development and coaching throughout the year	Admin. Team

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
First In Math	Math facts practice	General	3,927.00
FCAT Test Maker	Assessment tool used to create additional math assessments.	General	1,995.00
			Subtotal:5,922.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Future Problem Solvers		General	300.00
			Subtotal:300.00
			Total:6,222.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. At risk learners have difficulty reading and comprehending the Science text.	1A.1. Increase the use of informational text during the Reading block.	1A.1. Teachers Instructional Coaches	1A.1. Quarterly progress monitoring of students' reading levels.	1A.1. FCAT Explorer STAR Houghton Mifflin
Science Goal #1A: Increase the number of students scoring level 3 on FCAT Science. The number of students scoring at level 3 increased from 47% to 54%.	2012 Current Level of Performance:* 47 % [60]	2013 Expected Level of Performance:* 54% [69]					
			1A.2. Students choose fiction materials over non-fiction materials.	1A.2. Promote the reading of non-fiction materials through Accelerated Reading by providing topics that catch students' interests.	1A.2. Media Clerk Instructional Coaches Classroom Teachers	1A.2. Monitoring of the circulation of books in the Media Center.	1A.2. Accelerated Reader Assessments
			1A.3. Teaching students how to solve problems using the Scientific Method	1A.3. Students in grades 1-5 will participate in the Science Lab rotation and students will keep Science journals.	1A.3. Science Lab Teacher Classroom Teachers Instructional Coaches	1A.3. The Science Lab teacher will use the same order of instruction as each grade level; skills covered in the lab will be reinforced and assessed by the classroom teacher.	1A.3. Curriculum Assessments Informal Observations
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Maintaining students' level of engagement while increasing the rigor in instruction	2A.1. Provide Science enrichment for fourth and fifth grade students who have achieved a level 3, 4, or 5 on FCAT Reading and Math subtests through the Science Olympiad Club	2A.1. Teachers Principal Assistant Principal	2A.1. Science Olympiad Meetings Collaborative Meetings involving Science Teachers, Gifted Teacher, Classroom Teachers and Administration	2A.1. Curriculum Assessments Informal Observations
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The number of students scoring levels 4 and 5 decreased by 1%, from 28% to 27%.	27% [36]	30% [38]					
			2A.2. Limited enrichment for primary students	2A.2. Offer Science enrichment for students in grades 1-5 through the Science Lab teacher.	2A.2. Teachers Principal Assistant Principal	2A.2. PLC agendas and notes Vertical team meetings	2A.2. Curriculum Assessments Informal Observations
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 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 Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Planning	5 th Grade Science	Instructional Coaches	5 th Grade Teachers	October 2012	Weekly PLC and Data Meetings	Admin. Team
FCAT SCAT	5 th Grade Teachers	CRT	5 th Grade Teachers, Science Lab Teacher	January 2013	Weekly PLCs and Data Meetings	Admin. Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide materials for hands-on open inquiry based labs to support direct instruction.	Science Lab teacher will provide additional labs to support the classroom instruction.	General Budget	1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Present interactive and engaging lessons to support student learning.	Snap Shots	Previous purchased	
Allow students to work through the Scientific Process during engaging lessons.	AIMS	General	250.00
			Subtotal:1,250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Olympiad Registration	Participation in Science competition	General	300.00
FCAT Test Maker	Test item bank that will be used to build additional students assessments.	General Budget	1,995.00

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			Subtotal:2,295.00
			Total:3,545.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Increased focus on grammar and conventions	1A.1. Incorporate the 45 Day writing plan with mini grammar lessons.	1A.1. Instructional Coaches Principal Assistant Principal	1A.1. Monthly monitoring of student scores school wide prompts through PLC meetings.	1A.1. Teacher Grading of Prompts Write Score
Writing Goal #1A: The number of students scoring a 3.0 or higher remained the same at 84%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	84% [108]	87% [112]					
			1A.2. Decreased number of students scoring a 4.0 or higher	1A.2. Have Write Score grade 4 th grade writing prompts in addition to teacher scoring	1A.2. Instructional Coaches Principal Assistant Principal	1A.2. Monthly monitoring of student scores school wide prompts through PLC meetings.	1A.2. Teacher Grading of Prompts Write Score
			1A.3. Teacher training on new scoring rubric	1A.3. Send 4 th grade teachers to district and Thinking Maps trainings	1A.3. Instructional Coaches Principal Assistant Principal	1A.3. Grade level and PLC meetings	1A.3. Teacher Grading of Prompts Write Score
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: Increase the number of students scoring 4 or higher on FFA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% [1]	66% [2]					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing Rubric Workshop	4 th	District Thinking Maps	4 th grade Teachers	General	Monthly PLC Meetings	Instructional Coaches Principal
District 45-Day Writing Plan	4 th	District	4 th Grade Teachers	District	Weekly team meeting, monthly PLC collaboration	Instructional Coaches Principal

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:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps/Writing Training			583.00
			Subtotal:583.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Write Score	Scoring of writing prompts for 4 th grade		1,646.40
			Subtotal:1,646.40

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Total:2,229.00

End of Writing Goals

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

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

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>	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
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>	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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

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

End of Civics Goals

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

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

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.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History 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
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.S. History Goal #2: <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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

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
			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

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. The School Social Worker is only on campus one day per week.	1.1. Target students with chronic absences and tardies	1.1. Classroom Teacher Attendance Clerk RTI Team	1.1. Monitoring of daily attendance records.	1.1. Daily Attendance Record
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
To maintain our high average daily attendance rate, and reduce the number of students with excessive absences and tardies.	97%	97%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	23% [178]	20% [156]					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
14% [109]	11% [85]						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:0.00

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Student respect for adults and their peers	1.1. Character Education	1.1. Guidance Counselor Principal	1.1. Monthly monitoring of the total number of in/out of school suspensions	1.1. SMS and EDW Reports
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
Continue to maintain a low level of in school and out of school suspensions.	1% [15 students]	1% [15 students]					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	1% [15 students]	1% [15 students]					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1% [11 students]	1% [11 students]					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	1% [11 students]	1% [11 students]					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
none						

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:0.00

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: In 2012, 0% of the students were retained in grades 3-5.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>	Weekly school wide monitoring of student tardies	Attendance clerk will pull the tardy report for students with 7 or more tardies	Attendance Clerk Principal Assistant Principal Guidance Counselor	Daily Attendance Records	Daily Attendance Records
	0% [0]	0% [0]					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
		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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
None						

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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:0.00

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Varying the activities so that parents remain interested	1.1. Complete activities to maintain our 5 Star School status. Maintain high level of parental involvement through PTA sponsored activities.	1.1. Teachers Admin. Team	1.1. Monitoring of the number of parents attending school events	1.1. Number of volunteer hours Sign in sheets from school sponsored events
<u>Parent Involvement Goal #1:</u> To increase the amount of parental involvement by 3%.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	95%	98%					
			1.2. Language barrier	1.2. All school communication both written and verbal will be translated into Spanish for parents.	1.2. Principal Assistant Principal	1.2. Parent feedback through Parent Leadership Council	1.2. Parental Involvement 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
None						

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
		All Parental Involvement events are funded by PTA.	
			Subtotal:
			Total:0.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p>To increase the number of students scoring level 4 and 5 on FCAT. In June 2012, 27% [36] of the student taking FCAT Science scores level 4 and 5. By June 2013, 30% [38] with score level 4 and 5 on FCAT.</p>	1.1. Student exposure to high level STEM concepts in real world situations	1.1. Level 4 and 5 students will participate in Future Problem Solvers and Science Olympiad competitions.	1.1. Gift Resource Teacher 5 th Grade Teachers Principal	1.1. Student participation in Olympiad competition	1.1. Curriculum Assessments Edusoft
	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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
None						

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
Florida Future Problem Solving Program	Fee for students to complete in county competition	General Budget	150.00
Science Olympiad	Fee to compete in competition	General Budget	150.00
			Subtotal:300.00
			Total:\$300.00

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

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

CTE Budget (Insert rows as needed)

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

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier
1. Additional Goal			1.1. Time to implement within the school day	1. Additional Goal <u>Additional Goal #1:</u> Increase awareness of College and Career Readiness in grades 3-5 by participating in Destination College.	1.1. Time to implement within the school day	1. Additional Goal <u>Additional Goal #1:</u> Increase awareness of College and Career Readiness in grades 3-5 by participating in Destination College.	1.1. Time to implement within the school day
<u>Additional Goal #1:</u> Increase awareness of College and Career Readiness in grades 3-5 by participating in Destination College.	<u>2012 Current Level :*</u> 0%.	<u>Additional Goal #1:</u> Increase awareness of College and Career Readiness in grades 3-5 by participating in Destination College. 100%	<u>2012 Current Level :*</u> 0%.		<u>2012 Current Level :*</u> 0%.		<u>2012 Current Level :*</u> 0%.

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Additional Goal			1.1. Funding	1.1. Other programs/resources will be cut first	1.1. Principal	1.1. Parent and student surveys	1.1. Scheduling Reports
Additional Goal #2: Maintain the number of students enrolled in Art and Music classes.	2012 Current Level :*	2013 Expected Level :*					
	100% [780]	100% [780]		All students will be scheduled for Art and Music classes			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Destination College Training	Teachers grades 3-5	District	Guidance Counselor Teachers grades 3-5	October-May	Monthly follow up in grade level meetings	Guidance Counselor

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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:0.00

Additional Goals not addressed individually:

Increase by 3%-5% - The percent of VPK students who will enter Elementary School ready based on FLKRS—no VPK program

Increase by 3 to 5% - Students Who Read on Grade Level by Age 9-- Addressed in Reading 1.A.1

Increase by 3 to 5% - Students Who Become Fluent in Math Operations-- Addressed in s Mathematics 1.A.3

Decrease disproportionate classification in Special Education—Less than 10% of our ESE students are black

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:17,145.08
CELLA Budget	Total:0.00
Mathematics Budget	Total:6,222.00
Science Budget	Total:3,545.00.00
Writing Budget	Total:2,229.00
Civics Budget	Total:0.00
U.S. History Budget	Total:0.00
Attendance Budget	Total:0.00
Suspension Budget	Total:0.00
Dropout Prevention Budget	Total:0.00
Parent Involvement Budget	Total:0.00
STEM Budget	Total:300.00
CTE Budget	Total:0.00
Additional Goals	Total:0.00
	Grand Total:\$29,441.08

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<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.
Meet monthly to monitor progress toward meeting the goals of the SIP. Assist the principal with decisions concerning the curriculum, operational issues and parent concerns.

Describe the projected use of SAC funds.	Amount
Funds will be used to update student computers in the classrooms and computer lab.	8,000.00