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: Aloma Elementary School	District Name: Orange County Public Schools
Principal: Dr. Drew A. Hawkins	Superintendent: Barbara M. Jenkins
SAC Chair: Rosanna Rodriguez	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.

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

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	Dr. Drew A. Hawkins	PhD/ School Principal Elementary Education Early Childhood Education	3.5 years	13.5 years Principal Jan 09-Current Aloma Elem	ALOMA ELEMENTARY 2011-12 Grade A % High Standards in Reading/Math/Writing/Science 75/73/70/60 % Learning Gains in Reading/Math 72/77 % Lowest 25% Learning Gains in Reading/Math 61/71 2010-11 Grade A % High Standards in Reading/Math/Writing/Science 86/80/88/52 % Learning Gains in Reading/Math 68/65 % Lowest 25% Learning Gains in Reading/Math 73/73 2009-10 Grade C % High Standards in Reading/Math/Writing/Science 83/85/77/65 % Learning Gains in Reading/Math 67/54 % Lowest 25% Learning Gains in Reading/Math 48/45 2008-09 Grade B % High Standards in Reading/Math/Writing/Science 87/91/88/67 % Learning Gains in Reading/Math 74/61 % Lowest 25% Learning Gains in Reading/Math 73/47
Assistant Principal	Dr. Drew A. Hawkins	PhD/ School Principal Elementary Education Early Childhood Education		July 03-Jan 09 Little River Elem	LITTLE RIVER ELEMENTARY 2007-08 Grade B % High Standards in Reading/Math/Writing/Science 71/67/86/24 % Learning Gains in Reading/Math 64/60 % Lowest 25% Learning Gains in Reading/Math 67/60 2006-07 Grade B % High Standards in Reading/Math/Writing/Science 61/60/88/21 % Learning Gains in Reading/Math 64/66 % Lowest 25% Learning Gains in Reading/Math 61/77 2005-06 Grade C % High Standards in Reading/Math/Writing 69/58/81 % Learning Gains in Reading/Math 57/60

					% Lowest 25% Learning Gains in Reading	53
					2004-05	
					Grade	B
					% High Standards in Reading/Math/Writing	65/58/88
					% Learning Gains in Reading/Math	65/64
					% Lowest 25% Learning Gains in Reading	45
					2003-04	
					Grade	B
					% High Standards in Reading/Math/Writing	64/48/93
					% Learning Gains in Reading/Math	65/61
					% Lowest 25% Learning Gains in Reading	71
					2002-03	
					Grade	A
					% High Standards in Reading/Math/Writing	58/49/90
					% Learning Gains in Reading/Math	74/66
					% Lowest 25% Learning Gains in Reading	77
Assistant Principal	Dr. Drew A. Hawkins	PhD/ School Principal Elementary Education Early Childhood Education		Jan 98-July 03 Waterford Elem	WATERFORD ELEMENTARY 2001-02	
					Grade	A
					% High Standards in Reading/Math/Writing	82/78/89
					% Learning Gains in Reading/Math	74/83
					% Lowest 25% Learning Gains in Reading	74
					2000-01	
					Grade	A
					% Level 3 and Above FCAT Reading/Math/Writing	80/69/98
					1999-00	
					Grade	A
					% Level 3 and Above FCAT Reading/Math/Writing	74/70/97
					1998-99	
					Grade	C

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading, Math	Kristy McCoy Calegan	B.S. Elementary Ed M.Ed. Ed Leadership K-12 Elementary Education 1-6, Educational Leadership K-12	0	6 as CRT (2005-Present); 2 as Instructional Coach (2003-2005)	LITTLE RIVER ELEMENTARY 2011-12 Grade — B % High Standards in Reading/Math/Writing/Science 56/57/82/42 % Learning Gains in Reading/Math 71/64 % Lowest 25% Learning Gains in Reading/Math 76/47 2010-11 Grade — A % High Standards in Reading/Math/Writing/Science 72/76/92/52 % Learning Gains in Reading/Math 64/75 % Lowest 25% Learning Gains in Reading/Math 59/73 2009-10 Grade — B % High Standards in Reading/Math/Writing/Science 69/63/88/34 % Learning Gains in Reading/Math 66/60 % Lowest 25% Learning Gains in Reading/Math 60/60 2008-09 Grade — C % High Standards in Reading/Math/Writing/Science 68/64/89/27 % Learning Gains in Reading/Math 55/60 % Lowest 25% Learning Gains in Reading/Math 58/59 2007-08 Grade — B % High Standards in Reading/Math/Writing/Science 71/67/86/24 % Learning Gains in Reading/Math 64/60 % Lowest 25% Learning Gains in Reading/Math 67/60 2006-07 Grade — B % High Standards in Reading/Math/Writing/Science 61/60/88/21

						% Learning Gains in Reading/Math	64/66
						% Lowest 25% Learning Gains in Reading/Math	61/77
						2005-06	
						Grade	C
						% High Standards in Reading/Math/Writing	69/58/81
						% Learning Gains in Reading/Math	57/60
						% Lowest 25% Learning Gains in Reading	53
						2004-05	
						Grade	B
						% High Standards in Reading/Math/Writing	65/58/88
						% Learning Gains in Reading/Math	65/64
						% Lowest 25% Learning Gains in Reading	45
						2003-04	
						Grade	B
						% High Standards in Reading/Math/Writing	64/48/93
						% Learning Gains in Reading/Math	65/61
						% Lowest 25% Learning Gains in Reading	71
						2002-03	
						Grade	A
						% High Standards in Reading/Math/Writing	58/49/90
						% Learning Gains in Reading/Math	74/66
						% Lowest 25% Learning Gains in Reading	77
						2001-02	
						Grade	C
						% High Standards in Reading/Math/Writing	50/43/56
						% Learning Gains in Reading/Math	57/68
						% Lowest 25% Learning Gains in Reading	57
						2000-01	
						Grade	C
						1999-00	
						Grade	C
						1998-99	
						Grade	C

Effective and Highly Effective Teachers

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

All teachers that are hired must be cleared through the district office as highly qualified. This indicates that their certification is correct for the job that they will be doing. We provide ongoing job embedded professional development so that teachers that are hired have the support they need to remain here.

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Advertise Position/Review Applicant Information	School Secretary/Principal	Ongoing
2. Contact References	Principal	Ongoing
3. Team/Individual Interviews of Candidates	Principal/Leadership Team/Team Members	Ongoing
4. Provide Training and Support to New Hires	Principal/Leadership Team/Team Members	Ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
35	0% (0)	14.29% (5)	48.57% (17)	37.14% (13)	42.86% (15)	100% (35)	8.57% (3)	5.71% (2)	62.86% (22)

Teacher Mentoring Program/Plan

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

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
Teacher Mentoring Program We do not have any beginning teachers this year. Aloma's mentoring program exists for beginning teachers and teachers who need support due to a grade level change. Many determiners are taken into account as we pair them based on skill, proper credentials (mentor and supervision course work), time at Aloma and on the same grade level if possible.			

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

<u>Additional Requirements</u>

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

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

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Dr. Drew A. Hawkins - 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.

Exceptional Student Education (ESE) Teacher: Nicole Engler - 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(es) Reading/Math/Writing/Science: Kristy McCoy Calegan - 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 while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; 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: Nancy Duniho - 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: Lisa Thomas - 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.

Student Services Personnel: Teena Turner - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Instructional PLC Team - Luz Moya, Jeanne Roberts, Linda Ebersole, Jennifer Oullis, Gwen Chambers, Jill Adcock, Carrie Bustamante, Barbary Ery, Jennifer Foret, Tracey Jackson, Ida Stewart. This PLC team will meet to discuss the RtI process in conjuntion with data collection, data analysis, curriculum choices, and progress monitoring.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Reading - K-2 Tier 1 FAIR/Imagine It! Benchmark Assessment every 6 weeks/ Imagine It! sight words tracked quarterly/I Station monthly tracking Tier 2 Above +/Ongoing Progress Monitoring with FAIR Fluency and TDIs within FAIR every 20 days (graphing) Tier 3 Above +/ weekly monitoring with intervention curriculum Reading - 3-5 Tier 1 FAIR/Imagine It! Benchmark Assessment every 6 weeks/Edusoft Benchmark Assessement Tier 2 Above +/Ongoing Progress Monitoring with FAIR Fluency(graphing) and I Station monthly tracking/ Imagine It! sight words quarterly Tier 3 Above +/ weekly monitoring with intervention curriculum/ TDIs within FAIR where appropriate Math – K-2 Tier 1 Envision Topic Assessments placed on data sheets Tier 2 Above + FASTT Math tracking quarterly Math – 3-5 Tier 1 Envision Topic Assessments placed on data sheets Tier 2 Above + FASTT Math tracking quarterly Writing – K-2 All Tiers get weekly writing prompts with the Write From the Beginning Rubric which is placed on the class data sheet. Writing – 3-5 Tier 1 All Tiers get weekly writing prompts with the Write From the Beginning Rubric which is placed on the class data sheet/Write Score for Grade 4 will be used monthly Science – K-2 Tier 1 Science Assessments by benchmark Science – 3-5 Tier 1 Science Assessments by benchmark/County Science Test on Edusoft 3 times/Write Score for Grade 5 monthly

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

Describe the plan to train staff on MTSS.
We discuss student progress in bi-monthly data meetings. Teachers that need additional training are provided training in house through our CRT/Instructional Coach and/or Staffing Specialist, and also attend training through SignMeUp training provided by OCPS.
Describe the plan to support MTSS.
The Leadership Team supports MTSS support around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Principal, Dr. Drew A. Hawkins   Curriculum Resource Teacher/Instructional Coach, Kristy McCoy Calegan   Resource Teacher, CCT, Luz Moya   Staffing Specialist, Nicole Engler   Media Specialist, Ellen Mask   SLD Teacher, Barbara Ery   Speech/Language, Lisa Thomas   School Secretary, Karen Profitt   School Registrar, Belky Jusino Jimenez
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The school-based Literacy Leadership Team meets monthly to discuss progress based on student data. The team supports teachers through data analysis and instruction based on data. Professional development is also discussed and planned as data indicates the need for development.
What will be the major initiatives of the LLT this year?
The major initiative is to provide support to promote literacy in reading, math, writing, and science.

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

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

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

N/A

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

N/A

High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

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. Students lack organizational skills which result in lack of student engagement.	1A.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of	1A.1. Principal CRT/Instructional Coach Instructional Personnel	1A.1. Progress Monitoring Data Meetings	1A.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #1A: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based	2012 Current Level of Performance:* In June 2012, 29% of students taking FCAT Reading test at Aloma Elementary scored at Level 3 as indicated on the Education Data Warehouse FCAT History Tab.	2013 Expected Level of Performance:* By June 2013, 32% of students taking FCAT Reading test at Aloma Elementary will score at Level 3 as indicated on the Education Data Warehouse FCAT History Tab.					

programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down).				adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation) Progress monitor monthly using data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Promote parental involvement at all grade levels that will encourage reading involvement in and out of school. Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Conduct collaborative planning at every grade level in the content area of reading.			

				Provide scientifically research-based reading and math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Provide Destination College program strategies to help students improve organizational skills. Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.			
			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 reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of*	2013 Expected Level of Performance:* *Enter numerical data for expected level of*					

	performance in this box.	*performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Motivating students to achieve at a higher level than they are used to achieving.	2A.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading	2A.1. Principal CRT/Instructional Coach Instructional Personnel	2A.1. Progress Monitoring Data Meetings	2A.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #2A: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early	2012 Current Level of Performance:* In June 2012, 41% of students taking FCAT Reading test at Aloma Elementary scored at or above Level 4 as indicated on the Education Data Warehouse FCAT History Tab.	2013 Expected Level of Performance:* By June 2013, 44% of students taking FCAT Reading test at Aloma Elementary will score at or above Level 4 as indicated on the Education Data Warehouse FCAT History Tab.					

Interventions in Reading, Kaleidoscope, Buckle Down).				strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Progress monitor monthly using data to drive instruction, intervention, and enrichment. Promote parental involvement at all grade levels that will encourage reading involvement in and out of school. Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Provide scientifically research-based reading and math programs to promote academic success with all subgroups. Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.				
			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 reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

Reading Goal #2B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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. Students need to learn to take time to thoroughly read so that responses given are aligned with correct answers.	3A.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT,	3A.1. Principal CRT/Instructional Coach Instructional Personnel	3A.1. Progress Monitoring Data Meetings	3A.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #3A: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in	2012 Current Level of Performance:* In June 2012, 68.4% of students taking the FCAT Reading test at Aloma Elementary made learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.	2013 Expected Level of Performance:* By June 2013, 72% of students taking FCAT Reading test at Aloma Elementary will make learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.					

| Reading, Kaleidoscope, Buckle Down). | | | | benchmarks, next generation sunshine state standards, and Common Core State Standards.

Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation)

Progress monitor monthly using data to drive instruction, intervention, and enrichment.

Use Response to Intervention model to provide assistance to those students identified as not meeting expectations.

Promote parental involvement at all grade levels that will encourage reading involvement in and out of school.

Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards.

Conduct collaborative planning at every grade level in the content area of reading.

Provide scientifically research-based reading and math programs to promote academic success with all subgroups.

Provide in-school intervention for students who are progressing below grade level | | | |

				in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.			
			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 reading.**			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: N/A	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.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Students in lowest 25% need additional supports and motivation to learn to love reading while becoming better at reading. Many lose interest because reading is so hard for them.	4A.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT,	4A.1. Principal CRT/Instructional Coach Instructional Personnel	4A.1. Progress Monitoring Data Meetings	4A.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #4: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in	2012 Current Level of Performance:* In June 2012, 57.1% of students taking the FCAT Reading test at Aloma Elementary made learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.	2013 Expected Level of Performance:* By June 2013, 65% of students taking FCAT Reading test at Aloma Elementary will make learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.					

| Reading, Kaleidoscope, Buckle Down). | | | | benchmarks, next generation sunshine state standards, and Common Core State Standards.

Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation)

Progress monitor monthly using data to drive instruction, intervention, and enrichment.

Use Response to Intervention model to provide assistance to those students identified as not meeting expectations.

Promote parental involvement at all grade levels that will encourage reading involvement in and out of school.

Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards.

Conduct collaborative planning at every grade level in the content area of reading.

Provide scientifically research-based reading and math programs to promote academic success with all subgroups.

Provide in-school intervention for students who are progressing below grade level | | | |

				in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.				
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** As indicated on Education Data Warehouse FCAT KPI-7 Tab. ESE 22.6% Gen Ed 71.3% GAP 48.7% ELL 42.6% Not ELL 73.8% GAP 31.2% FRL 61.3% Not FRL 70.4% GAP 9.1% White 81.4% Black 51.7% Hispanic 54.4% Others 62.9% White/Black GAP 29.7% White/Hispanic GAP 27.0% White/Others GAP 18.5%	Target AMO-Reading: All Students: 70% American Indian: NA Asian: 64% Black: 60% Hispanic: 59% White: 84% ELL: 51% ESE: 32% FRL: 66%	Target AMO-Reading: All Students: 73% American Indian: NA Asian: 68% Black: 63% Hispanic: 63% White: 86% ELL: 56% ESE: 38% FRL: 69%	Target AMO-Reading: All Students: 75% American Indian: NA Asian: 71% Black: 67% Hispanic: 66% White: 87% ELL: 60% ESE: 45% FRL: 72%	Target AMO-Reading: All Students: 78% American Indian: NA Asian: 74% Black: 71% Hispanic: 70% White: 89% ELL: 65% ESE: 51% FRL: 75%	Target AMO-Reading: All Students: 81% American Indian: NA Asian: 77% Black: 74% Hispanic: 743% White: 90% ELL: 69% ESE: 57% FRL: 78%	TargetAMO-Reading: All Students: 84% American Indian: NA Asian: 81% Black: 78% Hispanic: 78% White: 92% ELL: 74% ESE: 63% FRL: 82%

Reading Goal #5A: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down).						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. Students need to feel that they can achieve, regardless of difficulties they are having.	5B.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design	5B.1. Principal CRT/Instructional Coach Instructional Personnel	5B.1. Progress Monitoring Data Meetings	5B.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #5B: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development	2012 Current Level of Performance:* In June 2012, the following percentages of students taking the FCAT Reading test at Aloma Elementary scored below Level 3 as indicated on the	2013 Expected Level of Performance:* In June 2013, the following percentages or lower of students taking the FCAT Reading test at Aloma Elementary will score below Level 3 as indicated on				

will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down).	Education Data Warehouse FCAT KPI-7 Tab and FCAT History by Ethnicity Tab. White: 20.7% Black: 54.5% Hispanic: 31.2% Asian: 37.5% American Indian: 0%	the Education Data Warehouse FCAT KPI-7 Tab and FCAT History by Ethnicity Tab. White: 17% Black: 35% Hispanic: 28% Asian: 34% American Indian: 0%		Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation) Progress monitor monthly using data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Promote parental involvement at all grade levels that will encourage reading involvement in and out of school. Use grade level PLC's to promote best practices in			

				reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Conduct collaborative planning at every grade level in the content area of reading. Provide scientifically research-based reading and math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.				
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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. Students that are new to the English language have to overcome trying to learn in two languages until they are comfortable with the acquisition of their new language.	5C.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT,	5C.1. Principal CRT/Instructional Coach Instructional Personnel	5C.1. Progress Monitoring Data Meetings	5C.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #5C: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in	2012 Current Level of Performance:* In June 2012, 47.3% of ELL students taking the FCAT Reading test at Aloma Elementary scored below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.	2013 Expected Level of Performance:* In June 2013, 35% or lower of ELL students taking the FCAT Reading test at Aloma Elementary will score below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.					

Reading, Kaleidoscope, Buckle Down).				benchmarks, next generation sunshine state standards, and Common Core State Standards. Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation) Progress monitor monthly using data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Promote parental involvement at all grade levels that will encourage reading involvement in and out of school. Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Conduct collaborative planning at every grade level in the content area of reading. Provide scientifically research-based reading and math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level			

		in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.			
		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. Students with disabilities have struggled with making progress in reading and have to learn strategies to become more proficient so they can achieve more success.	5D.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom	5D.1. Principal CRT/Instructional Coach Instructional Personnel	5D.1. Progress Monitoring Data Meetings	5D.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #5D: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped	2012 Current Level of Performance:* In June 2012, 73.3% of SWD students taking the FCAT Reading test at Aloma Elementary scored below Level 3 as indicated on	2013 Expected Level of Performance:* In June 2013, 35% or lower of SWD students taking the FCAT Reading test at Aloma Elementary will score below Level 3 as					

during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down).	the Education Data Warehouse FCAT KPI-7 Tab.	indicated on the Education Data Warehouse FCAT KPI-7 Tab.		rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation) Progress monitor monthly using data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Promote parental involvement at all grade levels that will encourage reading involvement in and out of school.			

				Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Conduct collaborative planning at every grade level in the content area of reading. Provide scientifically research-based reading and math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.				
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Students who come from economically disadvantaged families may not have the additional resources outside of school that other more economically advantaged students have to support reading growth.	5E.1. Provide planners to all students to increase organizational skills of students and communication with the parents. Provide resources for students to have reading materials to take home to encourage reading and practice with reading. Use ImagineIt reading series as core reading instruction in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective	5E.1. Principal CRT/Instructional Coach Instructional Personnel	5E.1. Progress Monitoring Data Meetings	5E.1. FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Reading Goal #5E: ImagineIt reading series will be used schoolwide in Grades K-5 to address the needs of all students. Intervention, enrichment, and ESE block will continue to be scheduled outside of core instruction at every grade level to address all students' needs. Students will be ability-grouped during this time block. Staff development will be provided aligned with best practices in reading, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Research-based programs will be provided to support our core reading program for all groups and subgroups (istation, Successmaker, Early Interventions in	2012 Current Level of Performance:* In June 2012, 38.6% of Economically Disadvantaged students taking the FCAT Reading test at Aloma Elementary scored below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.	2013 Expected Level of Performance:* In June 2013, 35% or lower of Economically Disadvantaged students taking the FCAT Reading test at Aloma Elementary will score below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.					

Reading, Kaleidoscope, Buckle Down).				relationships with students? Provide Staff Development for best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Provide supplemental programs to support the core reading program (i.e. Successmaker, Early Interventions in Reading, Kaleidoscope, Buckle Down, istation) Progress monitor monthly using data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Promote parental involvement at all grade levels that will encourage reading involvement in and out of school. Use grade level PLC's to promote best practices in reading strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Conduct collaborative planning at every grade level in the content area of reading. Provide scientifically research-based reading and math programs to promote academic			

				success with all subgroups. Provide in-school intervention for students who are progressing below grade level in reading as identified by a state mandated assessment using research based programs (i.e. istation, Successmaker, Early Interventions in Reading, Kaleidoscope, Corrective Reading, Buckle Down, etc.) Use arts integrated activities to enhance instruction and student achievement in reading. Analyze and compare the data for the 2012 results with the 2013 results.				
		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
Staff Development for Marzano strategies	PreK-5	CRT	School-wide	Monthly meetings Additional training with substitutes provided	Data meetings twice per month	Principal, CRT, Classroom Teachers
Common Core	K-2	CRT	K-2	Black Belt training Monthly meetings	Data meetings twice per month	Principal, CRT, Classroom Teachers

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Buckle Down	Reading Resource workbook	School Budget	$2,416.00
			Subtotal: $2,416.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
iStation	Computer program-supplemental reading	School Budget	$6,500.00
Accelerated Reader	Computer assessment – reading comprehension	School Budget	$2,679.00
			Subtotal: $9,179.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: $11,595.00

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. CELLA Goal #1: CELLA provides evidence of program accountability in meeting the objectives for increasing the English-language proficiency of English language learners with the desired goal of helping students become more proficient in listening and speaking in and with the English language.	2012 Current Percent of Students Proficient in Listening/Speaking: In June 2012, the following percentages are the proficiency levels for Listening/Speaking as measured by CELLA: Kindergarten 28% (5/18) 1st Grade 42% (5/12) 2nd Grade 88% (15/18) 3rd Grade 27% (4/15) 4th Grade 50% (6/12) 5th Grade 62% (8/13)	1.1. No translation for some languages	1.1. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge? (Specifically, what will I do to help them become more proficient with the language?); Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?	1.1. Principal CRT/Instructional Coach CCT Resource Instructional Personnel	1.1. Progress Monitoring Data Meetings	1.1. CELLA FAIR Edusoft FCAT

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: CELLA provides evidence of program accountability in meeting the objectives for increasing the English-language proficiency of English language learners with the desired goal of helping students become more proficient in reading in and with the English language.	2012 Current Percent of Students Proficient in Reading: In June 2012, the following percentages are the proficiency levels for Reading as measured by CELLA: Kindergarten 0% (0/18) 1st Grade 8% (1/12) 2nd Grade 76% (13/18) 3rd Grade 13% (2/15) 4th Grade 50% (6/12) 5th Grade 69% (9/13)	2.1. No translation for some languages.	2.1. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; (Specifically, what will I do to help them become more proficient with the language?); Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?	2.1. Principal CRT/Instructional Coach CCT Resource Instructional Personnel	2.1. Progress Monitoring Data Meetings	2.1. CELLA FAIR Edusoft FCAT
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: CELLA provides evidence of program accountability in meeting the objectives for increasing the English-language proficiency of English language learners with the desired goal of helping students become more proficient in writing in and with the English language.	2012 Current Percent of Students Proficient in Writing : In June 2012, the following percentages are the proficiency levels for Writing as measured by CELLA: Kindergarten 11% (2/18) 1st Grade 17% (2/12) 2nd Grade 71% (12/18) 3rd Grade 20% (3/15) 4th Grade 58% (7/12) 5th Grade 69% (9/13)	2.1. No translation for some languages.	2.1. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; (Specifically, what will I do to help them become more proficient with the language?) Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?	2.1. Principal CRT/Instructional Coach CCT Resource Instructional Personnel	2.1. Progress Monitoring Data Meetings	2.1. CELLA FAIR Edusoft FCAT
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

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

Elementary School Mathematics Goals

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

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. Students' varied levels of math proficiency coupled with reading difficulties make it difficult for students to read and understand problem solving word problems in math.	1A.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math	1A.1. Principal CRT/Instructional Coach Instructional Personnel	1A.1. Progress Monitoring Data Meetings	1A.1. FCAT Edusoft EDW
Mathematics Goal #1A: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to	2012 Current Level of Performance:* In June 2012, 34% of students taking FCAT Math test at Aloma Elementary scored at Level 3 as indicated on the Education Data Warehouse FCAT History.	2013 Expected Level of Performance:* In June 2013, 37% of students taking FCAT Math test at Aloma Elementary will score at Level 3 as indicated on the Education Data Warehouse FCAT History.					

enhance instruction and student achievement in math.				strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision math program. Continue in-school reinforcement in basic math computational skills for all students. Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Conduct collaborative planning at every grade level in the content area of math. Provide scientifically research-based math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in math as identified by a state mandated assessment using			

				research based programs (i.e. Successmaker, FASTT Math, etc.) Use arts integrated activities to enhance instruction and student achievement in math. Analyze and compare the data for the 2012 results with the 2013 results.				
			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: N/A	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.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Motivating students to achieve at a higher level than they are used to achieving.	2A.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision	2A.1. Principal CRT/Instructional Coach Instructional Personnel	2A.1. Progress Monitoring Data Meetings	2A.1. FCAT Edusoft EDW
Mathematics Goal #2A: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.	2012 Current Level of Performance:* In June 2012, 35% of students taking FCAT Math test at Aloma Elementary scored at or above Level 4 as indicated on the Education Data Warehouse FCAT History Tab.	2013 Expected Level of Performance:* In June 2012, 38% of students taking FCAT Math test at Aloma Elementary will score at or above Level 4 as indicated on the Education Data Warehouse FCAT History Tab.					

				math program. Continue in-school reinforcement in basic math computational skills for all students. Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment. Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Conduct collaborative planning at every grade level in the content area of math. Provide scientifically research-based math programs to promote academic success with all subgroups. Use arts integrated activities to enhance instruction and student achievement in math. Analyze and compare the data for the 2012 results with the 2013 results.			
			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.

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

Mathematics Goal #2B: N/A	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.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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. Students having difficulty with reading may experience problems reading word problems and knowing whath the questions are asking.	3A.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision	3A.1. Principal CRT/Instructional Coach Instructional Personnel	3A.1. Progress Monitoring Data Meetings	3A.1. FCAT Edusoft EDW
Mathematics Goal #3A: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.	2012 Current Level of Performance:* In June 2012, 72.6% of students taking the FCAT Math test at Aloma Elementary made learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab..	2013 Expected Level of Performance:* In June 2013, 76% of students taking the FCAT Math test at Aloma Elementary will make learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.					

				math program.			
				Continue in-school reinforcement in basic math computational skills for all students.			
				Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment.			
				Use Response to Intervention model to provide assistance to those students identified as not meeting expectations.			
				Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards.			
				Conduct collaborative planning at every grade level in the content area of math.			
				Provide scientifically research-based math programs to promote academic success with all subgroups.			
				Provide in-school intervention for students who are progressing below grade level in math as identified by a state mandated assessment using research based programs (i.e. Successmaker, FASTT Math, etc.)			
				Use arts integrated activities to enhance instruction and student achievement in math.			

				Analyze and compare the data for the 2012 results with the 2013 results.			
			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.
Mathematics Goal #3B: N/A	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.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.	2012 Current Level of Performance:* In June 2012, 65.8% of students taking the FCAT Math test at Aloma Elementary made learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.	2013 Expected Level of Performance:* In June 2013, 69% of students taking the FCAT Math test at Aloma Elementary will make learning gains as indicated on the Education Data Warehouse FCAT KPI-3 Tab.	4A.1. Students in lowest 25% need additional supports and motivation to improve their math ability while coping with reading difficulties that prevent them from being able to solve reading based word problems.	4A.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision	4A.1. Principal CRT/Instructional Coach Instructional Personnel	4A.1. Progress Monitoring Data Meetings	4A.1. FCAT Edusoft EDW

				math program.			
				Continue in-school reinforcement in basic math computational skills for all students.			
				Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment.			
				Use Response to Intervention model to provide assistance to those students identified as not meeting expectations.			
				Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards.			
				Conduct collaborative planning at every grade level in the content area of math.			
				Provide scientifically research-based math programs to promote academic success with all subgroups.			
				Provide in-school intervention for students who are progressing below grade level in math as identified by a state mandated assessment using research based programs (i.e. Successmaker, FASTT Math, etc.)			
				Use arts integrated activities to enhance instruction and student achievement in math.			

				Analyze and compare the data for the 2012 results with the 2013 results.			
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** As indicated on Education Data Warehouse FCAT KPI-7 Tab. ESE 25.8% Gen Ed 66.0% GAP 40.2% ELL 47.1% Not ELL 66.3% GAP 19.2% FRL 54.9% Not FRL 69.4% GAP 14.5% White 72.1% Black 48.3% Hispanic 53.3% Others 62.9% White/Black GAP 23.8% White/Hispanic GAP 18.8% White/Others GAP 9.2%	Target AMO-Math: All Students: 66% American Indian: NA Asian: 74% Black: 56% Hispanic: 56% White: 77% ELL: 54% ESE: 32% FRL: 60%	Target AMO-Math: All Students: 69% American Indian: NA Asian: 77% Black: 60% Hispanic: 60% White: 79% ELL: 58% ESE: 38% FRL: 63%	Target AMO-Math: All Students: 72% American Indian: NA Asian: 79% Black: 64% Hispanic: 64% White: 81% ELL: 63% ESE: 45% FRL: 67%	Target AMO-Math: All Students: 75% American Indian: NA Asian: 81% Black: 68% Hispanic: 68% White: 83% ELL: 67% ESE: 51% FRL: 71%	Target AMO-Math: All Students: 78% American Indian: NA Asian: 84% Black: 72% Hispanic: 72% White: 85% ELL: 71% ESE: 57% FRL: 74%	Target AMO-Math: All Students: 82% American Indian: NA Asian: 86% Black: 76% Hispanic: 76% White: 88% ELL: 75% ESE: 63% FRL: 78%

Mathematics Goal #5A: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. No anticipated barriers	5B.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to	5B.1. Principal CRT/Instructional Coach Instructional Personnel	5B.1. Progress Monitoring Data Meetings	5B.1. FCAT Edusoft EDW
Mathematics Goal #5B: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school	2012 Current Level of Performance:* In June 2012, the following percentages of students taking the FCAT Math test at Aloma Elementary scored below Level 3 as indicated on the Education Data Warehouse	2013 Expected Level of Performance:* In June 2013, the following percentages of students or lower taking the FCAT Math test at Aloma Elementary will score below Level 3 as indicated on the Education Data				

reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.	FCAT KPI-7 Tab and FCAT History by Ethnicity Tab. White: 23% Black: 54.5% Hispanic: 34.2% Asian: 12% American Indian: 0%	Warehouse FCAT KPI-7 Tab and FCAT History by Ethnicity Tab. White: 20% Black: 40% Hispanic: 31% Asian: 9% American Indian: 0%		recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision math program. Continue in-school reinforcement in basic math computational skills for all students. Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Conduct collaborative planning at every grade level in the content area of math.			

				Provide scientifically research-based math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in math as identified by a state mandated assessment using research based programs (i.e. Successmaker, FASTT Math, etc.) Use arts integrated activities to enhance instruction and student achievement in math. Analyze and compare the data for the 2012 results with the 2013 results.				
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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. Students that are new to the English language have to overcome trying to learn in two languages until they are comfortable with the acquisition of their new language.	5C.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision	5C.1. Principal CRT/Instructional Coach Instructional Personnel	5C.1. Progress Monitoring Data Meetings	5C.1. FCAT Edusoft EDW
Mathematics Goal #5C: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.	2012 Current Level of Performance:* In June 2012, 37% of ELL students taking the FCAT Math test at Aloma Elementary scored below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.	2013 Expected Level of Performance:* In June 2013, 34% or lower of ELL students taking the FCAT Math test at Aloma Elementary will score below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.					

				math program. Continue in-school reinforcement in basic math computational skills for all students. Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Conduct collaborative planning at every grade level in the content area of math. Provide scientifically research-based math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in math as identified by a state mandated assessment using research based programs (i.e. Successmaker, FASTT Math, etc.) Use arts integrated activities to enhance instruction and student achievement in math.			

				Analyze and compare the data for the 2012 results with the 2013 results.			
			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. Mathematics Goal #5D: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups	2012 Current Level of Performance:* In June 2012, 63.3% of SWD students taking the FCAT Math test at Aloma Elementary scored below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.	2013 Expected Level of Performance:* In June 2013, 40% or lower of SWD students taking the FCAT Math test at Aloma Elementary will score below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.	5D.1. Students with disabilities have struggled with making progress in math and have to learn strategies to become more proficient so they can achieve more success.	5D.1. Continue using Envision math series in Grades K-5. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?	5D.1. Principal CRT/Instructional Coach Instructional Personnel	5D.1. Progress Monitoring Data Meetings	5D.1. FCAT Edusoft EDW

and subgroups. Use arts integration to enhance instruction and student achievement in math.				Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision math program. Continue in-school reinforcement in basic math computational skills for all students. Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Conduct collaborative planning at every grade level in the content area of math. Provide scientifically research-based math programs to promote academic success with all subgroups. Provide in-school intervention for students who are			

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

				progressing below grade level in math as identified by a state mandated assessment using research based programs (i.e. Successmaker, FASTT Math, etc.) Use arts integrated activities to enhance instruction and student achievement in math. Analyze and compare the data for the 2012 results with the 2013 results.				
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students who come from economically disadvantaged families may not have the additional resources outside of school that other more economically advantaged students have to support math growth.	5E.1. Continue using Envision math series in Grades K-5. Provide resources for students to have math materials to take home to encourage practice with math. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Provide Staff Development for best practices in math strategies, aligned with FCAT, benchmarks, next generation	5E.1. Principal CRT/Instructional Coach Instructional Personnel	5E.1. Progress Monitoring Data Meetings	5E.1. FCAT Edusoft EDW
Mathematics Goal #5E: Envision math series will continue to be used in Grades K-5 as our core math program to address the needs of all students. Staff development will be provided aligned with best practices in math, benchmarks, the next generation state standards, Common Core Standards, and FCAT assessment. Continue in-school reinforcement in math skills for all students using FASTT Math. Continue using Successmaker to support our core math program for all groups and subgroups. Use arts integration to enhance instruction and student achievement in math.	2012 Current Level of Performance:* In June 2012, 36.2% of Economically Disadvantaged students taking the FCAT Math test at Aloma Elementary scored below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.	2013 Expected Level of Performance:* In June 2013, 33% or lower of Economically Disadvantaged students taking the FCAT Math test at Aloma Elementary will score below Level 3 as indicated on the Education Data Warehouse FCAT KPI-7 Tab.					

				sunshine state standards, and Common Core State Standards. Continue using FASTT Math program to support Envision math program. Continue in-school reinforcement in basic math computational skills for all students. Progress monitor on monthly basis and use data to drive instruction, intervention, and enrichment. Use Response to Intervention model to provide assistance to those students identified as not meeting expectations. Use grade level PLC's to promote best practices in math strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Conduct collaborative planning at every grade level in the content area of math. Provide scientifically research-based math programs to promote academic success with all subgroups. Provide in-school intervention for students who are progressing below grade level in math as identified by a state mandated assessment using research based programs (i.e. Successmaker, FASTT Math,			

				etc.) Use arts integrated activities to enhance instruction and student achievement in math. Analyze and compare the data for the 2012 results with the 2013 results.			
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

* 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: N/A	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.*					
			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: N/A	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.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.
Mathematics Goal #3A: N/A	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.*					
			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.
Mathematics Goal #3B: N/A	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.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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. 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 #4: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: N/A	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.*					
			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

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: N/A	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.*					
			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: N/A	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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: N/A	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.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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: N/A	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.*					
			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: N/A	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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.

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

		2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: N/A							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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: N/A	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.*					
			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: N/A	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.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

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

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: N/A						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: N/A	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

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

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
FASTT Math	FASTT Math EE Product Technical Maintenance & Support Plan (1 Year)	School Budget	$350.00
			Subtotal: $350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: $350.00

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

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. Students with reading difficulties may experience problems with understanding science concepts that they cannot read about.	1A.1. Utilize county specified essentials labs and STEM activities. Implement Science Fusion to support science benchmark instruction. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design	1A.1. Principal CRT/Instructional Coach Instructional Personnel	1A.1. Progress Monitoring Data Meetings	1A.1. FCAT Edusoft EDW
Science Goal #1A: All grade levels will complete county specified essentials labs and STEM activities. Implement Science Fusion to support benchmark instruction. Implement Edusoft Science Benchmark to 5th grade students to progress monitor science achievement.	2012 Current Level of Performance:* In June 2012, 32% of students taking FCAT Science test at Aloma Elementary scored at Level 3 as indicated on the Education Data Warehouse FCAT History Tab.	2013 Expected Level of Performance:* In June 2013, 35% of students taking FCAT Science test at Aloma Elementary will score at Level 3 as indicated on the Education Data Warehouse FCAT History Tab.					

				Question 8: What will I do to establish and maintain effective relationships with students? Use PLC's to promote best practices in science strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Use PLC's to promote best practices in science strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Promote parental involvement through planned science parent science night incorporating technology and science workshops. Progress monitor using Edusoft Science and use data to drive instruction, intervention, and enrichment. Use arts integrated activities to enhance instruction and student achievement in science. Analyze and compare the data for the 2012 results with the 2013 results.				
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students already achieving at high levels will need additional support to enhance the rigor to increase their learning and achievement.	2A.1 Utilize county specified essentials labs and STEM activities. Implement Science Fusion to support science benchmark instruction. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Use PLC's to promote best practices in science strategies, aligned with FCAT, benchmarks and next	2A.1. Principal CRT/Instructional Coach Instructional Personnel	2A.1. Progress Monitoring Data Meetings	2A.1. FCAT Edusoft EDW
Science Goal #2A: All grade levels will complete county specified essentials labs and STEM activities. Implement Science Fusion to support benchmark instruction. Implement Edusoft Science Benchmark to 5th grade students to progress monitor science achievement.	2012 Current Level of Performance:* In June 2012, 21% of students taking FCAT Science test at Aloma Elementary scored at or above Level 4 as indicated on the Education Data Warehouse FCAT History Tab.	2013Expected Level of Performance:* In June 2013, 35% of students taking FCAT Science test at Aloma Elementary scored at or above Level 4 as indicated on the Education Data Warehouse FCAT History Tab.					

			generation sunshine state standards. Promote parental involvement through planned science parent science night incorporating technology and science workshops. Progress monitor using Edusoft Science and use data to drive instruction, intervention, and enrichment. Use arts integrated activities to enhance instruction and student achievement in science. Analyze and compare the data for the 2012 results with the 2013 results.				
			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 science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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: N/A	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.*					
			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: N/A	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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.

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

		2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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

Science Professional Development

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						

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

End of Science Goals

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

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. Writing Goal #1A: Continue using Write From the Beginning in grades K-5. Continue to supplement with the writing component in the ImagineIt series in grades K-5. Continue to supplement this in 3rd and 4th grades with Write Traits. Continue using Thinking Maps in all grade levels. Increase at all grade levels the concentration of instruction with the conventions of writing: correct spelling, correct use of punctuation, correct use of lowercase and uppercase letters correct sentence structure, and correct paragraph structure. Fourth grade teachers will use Write Score Writing to progress monitor students. Use arts integration to enhance instruction and	2012 Current Level of Performance:* In June 2012, 69% of students taking FCAT Writing test at Aloma Elementary scored at Level 3 or above as indicated on the Education Data Warehouse FCAT History Tab.	2013 Expected Level of Performance:* In June 2013, 80% of students taking FCAT Writing test at Aloma Elementary will score at Level 3 or above as indicated on the Education Data Warehouse FCAT History Tab.	1A.1. Students who are learning English may have difficulty with the written structure of English sentences compared with the written structure of their native language.	1A.1. Continue using daily planners to increase parental involvement and open communication lines school-wide. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?	1A.1. Principal CRT/Instructional Coach Instructional Personnel	1A.1. Progress Monitoring Data Meetings	1A.1. FCAT Write Score Writing EDW

student achievement in writing.				Provide staff development opportunities to implement with K-5 instructional staff grade appropriate rubrics that align with the state writing program. Utilize the writing component in the ImagineIt reading series to enhance writing in grades K-5. Utilize best practices in writing with the use of Thinking Maps. Students in grades K-5 will write to a prompt at least once a week. Students in grades K-5 will integrate writing with reading, science, and social studies with the use of writing journals daily. Provide writing workshop for 4th grade students prior to FCAT writing. Use grade level PLC's to promote best practices in writing strategies, aligned with FCAT, benchmarks, next generation sunshine state standards, and Common Core State Standards. Use arts integrated activities to enhance instruction and student achievement in writing. Analyze and compare the data for the 2012 results with the 2013 results.			

		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 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	2012 Current Level of Performance:* / 2013 Expected Level of Performance:* *Enter numerical data for current level of performance in this box.* / *Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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
N/A						

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Score Writing Assessments	3 Expository Tests/ 3 Narrative Tests for progress monitoring	School Budget	$1,440.00
			Subtotal: $1,440.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:

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

	Total: $1,440.00

End of Writing Goals

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

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

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

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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
N/A						

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

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

	Total:

End of Civics Goals

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

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

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

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: N/A	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.*					
			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: N/A	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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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						

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

	Total:

End of U.S. History Goals

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

Attendance Goal(s)

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

<table>
<tr>
<th colspan="2">Attendance Goal(s)</th>
<th colspan="5">Problem-solving Process to Increase Attendance</th>
</tr>
<tr>
<th colspan="2">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">1. Attendance

Attendance Goal #1: Lack of regular school attendance decreases the opportunity of students to succeed in academic achievement. Continue using attendance awareness program, Education Pays-Make Every Day Important! to inform parents of the benefits of school attendance, along with the legal requirements.</td>
<td>1.1.

Parents not understanding the importance of students being in school every day.</td>
<td>1.1.

Revise parent education flyer Education Pays-Make Every Day Important! and distribute to all parents.

Promote school attendance and participation in school activities and functions using the Connect Orange messaging system.

Provide planners to all parents to increase communication with the parents and classroom teachers.

Analyze and compare the data for the 2012 results with the 2013 results.</td>
<td>1.1.

Principal
Registrar
CRT/Instructional Coach
Instructional Personnel</td>
<td>1.1.

Progress monitoring
Data Meetings</td>
<td>1.1

Educational Data Warehouse School Attendance Tab.
SMS Data</td>
</tr>
<tr>
<td>2012 Current Attendance Rate:*

In June 2012, the attendance rate for the 2011-2012 school year was 95.37% as indicated on the Educational Data Warehouse S02-K12 School Attendance Tab.

2012 Current Number of Students with Excessive Absences (10 or more)

In June 2012, the number of</td>
<td>2013 Expected Attendance Rate:*

In June 2013, the attendance rate for the 2013-2014 school year will increase to 97% as indicated on the Educational Data Warehouse S02-K12 School Attendance Tab.

2013 Expected Number of Students with Excessive Absences (10 or more)

In June 2013, the number of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

	students with excessive absences for the 2011-2012 school year was 146 out of 548, or 26.6%, as indicated on the Educational Data Warehouse S02-K12 School Attendance Tab.	students with excessive absences for the 2012-2013 school year will be decreased to less than 15% as indicated on the Educational Data Warehouse S02-K12 School Attendance Tab.			
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
	In June 2012, the number of students with excessive tardies for the 2011-2012 school year was 141 out of 548, or 25.7%, as indicated on the Educational Data	In June 2013, the number of students with excessive tardies for the 2012-2013 school year will be decreased to less than 15% as indicated on the Educational			

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

	Warehouse S02-K12 School Attendance Tab.	Data Warehouse S02-K12 School Attendance Tab.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Professional Development

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

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

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. No anticipated barriers	1.1. Provide planners to all parents to increase communication with the parents and classroom teachers so that parents can have advanced notice of developing issues within the classroom. Investigate alternatives to out-of-school suspension that could result in increased student achievement. Utilize RtI team to provide input and assistance with disciplinary responses. Increase use of behavioral progress monitoring using data charts to track behaviors. Integrate arts into cross-curricular areas to promote interest in school and interest in learning outside traditional learning modes. Analyze and compare the data for the 2012 results with the 2013 results.	1.1. Principal Resource Dean CHILL Counselor Staffing Specialist CRT/Instructional Coach Instructional Personnel	1.1. Progress monitoring Data meetings	1.1. Educational Data Warehouse S01-K12 School Discipline Tab. SMS Data
Suspension Goal #1: Failure to follow guidelines found within the Orange County Public Schools' Code of Student Conduct can result in suspension from school.	2012 Total Number of In –School Suspensions In June 2012, the total number of in-school suspensions for the 2011-2012 school year was 11 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.	2013 Expected Number of In- School Suspensions In June 2013, the total number of in-school suspensions for the 2012-2013 school year will decrease to 8 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.					
	2012 Total Number of Students Suspended In-School In June 2012, the total number of students suspended in-school for the 2011-2012 school year was 7 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.	2013 Expected Number of Students Suspended In -School In June 2013, the total number of students suspended in-school for the 2012-2013 school year will decrease to 5 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					

	In June 2012, the total number of out-of-school suspensions for the 2011-2012 school year was 15 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.	In June 2013, the total number of out-of-school suspensions for the 2012-2013 school year will decrease to 12 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	In June 2012, the total number of students suspended out-of-school for the 2011-2012 school year was 7 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.	In June 2013, the total number of students suspended out-of-school for the 2012-2013 school year will decrease to 5 as indicated on the Educational Data Warehouse S01-K12 School Discipline Tab.				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

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. Students not meeting proficiency to pass to next grade level.	1.1. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students?	1.1. Principal CRT Classroom Teachers Registrar	1.1. Progress monitoring Data meeting	1.1. Student Management System Data
Dropout Prevention Goal #1: Reducing retentions will be a goal that eventually can lead to decreasing student dropout in later years.	2012 Current Dropout Rate:* In June 2012, ten students were retained: Kindergarten-1student; 1st grade-4 students; 2nd grade-1 student; 3rd grade-3 students; 4th grade-1 student.	2013 Expected Dropout Rate:* In June 2013, retentions will be decreased by 20% (2 students).					
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					

		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
N/A						

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

* 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 Parent Involvement Goal #1: Involvement of parents has been found to have a positive effect on student achievement. Increasing the level of parent involvement could result in higher student achievement.	2012 Current Level of Parent Involvement:* In June 2012, 163 volunteers donated a total of 5,478 hours as indicated on the OCPS Volunteer database. This represents 16.3% out of 1,000 possible parents.	2013 Expected Level of Parent Involvement:* In June 2013, the number of volunteers will increase by 10% and the number of volunteer hours will increase by 10% as indicated on the OCPS Volunteer database.	1.1. No anticipated barriers	1.1. Provide planners to all parents to increase communication with the parents and classroom teachers. Provide Home & School Connection parent involvement newsletter. Utilize Connect Orange Voicemail and email system to increase communication with parents. Classroom teachers implement Room Mom or Room Person to engage parents to become involved with school activities. Analyze and compare the data for the 2012 results with the 2013 results.	1.1. Principal Resource Dean CHILL Counselor Staffing Specialist CRT/Instructional Coach Instructional Personnel	1.1 Progress monitoring of OCPS volunteer database information. Data Meetings	1.1. OCPS Volunteer Database
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
N/A						

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

End of 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
STEM Goal #1: Grades 1-5 integrate STEM into their science curriculum by completing quarterly Engineering Design Challenges. These challenges utilize the Engineering Design Process to engage students and take them through the steps in working to solve a problem. Kindergarten integrates STEM through centers which engage the students in various designs relating to force and motion.	1.1. No anticipated barriers	1.1. Utilize county specified essentials labs and STEM activities. Implement Science Fusion to support science benchmark instruction. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge? Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and	1.1. Principal CRT/Instructional Coach Instructional Personnel	1.1 Progress Monitoring Data Meetings	1.1. FCAT Edusoft EDW

		procedures?; and Design Question 8: What will I do to establish and maintain effective relationships with students? Use PLC's to promote best practices in science strategies, aligned with FCAT, benchmarks and next generation sunshine state standards. Promote parental involvement through planned science parent science night incorporating technology and science workshops. Use arts integrated activities to enhance instruction and student achievement in science. Analyze 2012-2013 results.			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

End of STEM Goal(s)

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: N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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					

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

End of CTE Goal(s)

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

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)).

<table>
<tr><th colspan="3">Additional Goal(s)</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">1. Additional Goals</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td>Additional Goal #1: Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready

Based on FLKRS Data (score 70% and above)</td><td>2012 Current Level :*

Additional Goal #1: FLKRS data currently not available at time of writing.</td><td>2013 Expected Level :*

Additional Goal #1: By October 2012, increase FLKRS readiness percentage by 3%.</td><td>Additional Goal #1: No anticipated barriers</td><td>Additional Goal #1: Kindergarten home visits in August.

Kindergarten team will assess students in August prior to school starting to determine readiness and placement.</td><td>Additional Goal #1: Principal CRT/Instructional Coach Instructional Personnel Staffing Specialist</td><td>Additional Goal #1: Evaluation of FLKRS assessment</td><td>Additional Goal #1: FLKRS Assessment</td></tr>
<tr><td>Additional Goal #2: Increase by 3 to 5% - Students Who Read on Grade Level by Age 9.</td><td>Additional Goal #2: Addressed in Reading Goals 1A, 2A, and 3A</td><td>Additional Goal #2: Increases addressed in Reading 2013 expected levels in Reading Goals 1A, 2A, and 3A</td><td>Additional Goal #2: Barriers addressed in Reading Goals 1A, 2A, and 3A</td><td>Additional Goal #2: Strategies addressed in action plans for Reading Goals 1A, 2A, and 3A.</td><td>Additional Goal #2: Principal CRT/Instructional Coach Instructional Personnel</td><td>Additional Goal #2: Progress Monitoring Data Meetings</td><td>Additional Goal #2: FCAT Reading level 3+ in Grade 3 FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests</td></tr>
<tr><td>Additional Goal #3: Increase by 3 to 5% -</td><td>Additional Goal #3: Addressed in</td><td>Additional Goal #3: Increases</td><td>Additional Goal #3: Barriers addressed in Math Goals 1A, 2A,</td><td>Additional Goal #3: Strategies addressed in action plans for Math</td><td>Additional Goal #3: Principal CRT/Instructional</td><td>Additional Goal #3: Progress Monitoring Data Meetings</td><td>Additional Goal #3: FCAT FAIR</td></tr>
</table>

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

Students Who Become Fluent in Math Operations	Math Goals 1A, 2A, and 3A	addressed in Math 2013 expected levels in Math Goals 1A, 2A, and 3A.	and 3A	Goals 1A, 2A, and 3A.	Coach Instructional Personnel		Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Additional Goal #4: Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	Additional Goal #4: Addressed in Reading Goals 5A, 5B, 5C, 5D, and 5E.	Additional Goal #4: Decreases addressed in Reading 2013 expected levels in Reading Goals 5A, 5B, 5C, 5D, 5E.	Additional Goal #4: Barriers addressed in Reading Goals 5A, 5B, 5C, 5D, and 5E.	Additional Goal #4: Strategies addressed in Reading Goals 5A, 5B, 5C, 5D, and 5E.	Additional Goal #4: Principal CRT/Instructional Coach Instructional Personnel	Additional Goal #4: Progress Monitoring Data Meetings	Additional Goal #4: FCAT FAIR Edusoft EDW FLKRS CELLA Common assessments Unit/chapter tests
Additional Goal #5: Maintain High Fine Arts Enrollment Percentage	Additional Goal #5: Addressed in action plans for Reading, Math, and Writing	Additional Goal #5: Increases addressed in Reading, Math, and Writing expected levels.	Additional Goal #5: Barriers addressed in Reading, Math, and Writing Goals	Additional Goal #5: Provide schedule/facilities for district strings program Use Arts Integration Strategies throughout school in reading, math, and writing	Additional Goal #5: Principal CRT/Instructional Coach Instructional Personnel	Additional Goal #5: Progress Monitoring Data Meetings Master Schedule for Art and Music	Additional Goal #5: School Budget includes Art and Music Instructional Personnel
Additional Goal #6 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities)	Additional Goal #6 In June 2012, 100% of 3rd, 4th, and 5th grade teachers at	Additional Goal #6 In June 2013, 100% of 3rd, 4th, and 5th grade teachers at	Additional Goal #6 No barriers anticipated	Additional Goal #6 Continue Destination College program to provide skills and strategies for students that will increase their	Additional Goal #6 Principal CRT/Instructional Coach Instructional Personnel	Additional Goal #6 Progress Monitoring Data Meetings	Additional Goal #6 FCAT FAIR Edusoft EDW CELLA

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

	Aloma Elementary fully implemented the Destination College Program.	Aloma Elementary will continue using the strategies in the Destination College Program.		opportunities for success in grades 3, 4 and 5. Provide planners to all parents to increase communication with the parents and classroom teachers. Continue using Marzano Design Questions 1 and 6: Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?; Design Question 6: What will I do to establish or maintain classroom rules and procedures? Implement Marzano Design Questions 2, 5, 7, and 8: Design Question 2: What will I do to help students effectively interact with new knowledge?; Design Question 5: What will I do to engage students?; Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?; and Design Question 8: What will I do to establish and maintain effective	Staffing Specialist		Common assessments Unit/chapter tests

| | | | | relationships with students?

Use grade level PLC's for Destination College collaboration and group work.

Provide training for the importance of rigorous preparation throughout elementary school so that all students have the opportunity to succeed in secondary school.

Provide knowledge to assist all students to consider college as an option.

Implement the use of binders, goal-setting, note-taking strategies, and study skills.

Increase high-level questioning using examples from Bloom's Taxonomy and Webb's Depth of Knowledge.

Analyze and compare the data for the 2012 results with the 2013 results. | | | |
|---|---|---|---|---|---|---|---|
| Additional Goal #7: Decrease Disproportionate | Additional Goal #7 Addressed in | Additional Goal #7 Increases | Additional Goal #7 Barriers addressed in | Additional Goal #7 Meet regularly with | Additional Goal #7 RtI Team | Additional Goal #7 Progress Monitoring | Additional Goal #7: FCAT FAIR |

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

Classification in Special Education	Reading, Math, Writing, and Science Goals.	addressed in Reading, Math, Writing, and Science Goals	Reading, Math, Writing, and Science Goals.	teachers to discuss data, interventions, and RtI strategies	Principal CRT/Instructional Coach Instructional Personnel Staffing Specialist	Data Meetings	Edusoft EDW CELLA Common assessments Unit/chapter tests
			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
N/A						

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $11,595.00
CELLA Budget
Total:
Mathematics Budget
Total: $350.00
Science Budget
Total:
Writing Budget
Total:
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:

	Grand Total: $11,945.00

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		
☐Priority	☐Focus	☐Prevent
N/A	N/A	N/A

Are you reward school? ☒Yes   ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
N/A

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet monthly and monitor the progress of the goals of the School Improvement Plan.

Describe the projected use of SAC funds.	Amount
N/A	

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