FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Hawks Rise Elementary School	District Name: Leon
Principal: Evy Friend	Superintendent: Jackie Pons
SAC Chair: John Koehler/Ley Rudd	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Evy Friend	BS/MS degrees LD/ED/VE K-12, Biology6-12/Educational Leadership K-12, School Principal	3	16	Hawks Rise Elementary School 2009-12, A school, met AYP 2011; Conley Elementary 2008-2009, A school, met AYP, Jefferson Elementary 2006-2008, Assistant Principal, C, D, did not meet AYP, Florida Dept. of Education, Administrator, ESE and Student Services 8.5 yrs., Bay County District Office, Supervisor, ESE and Student Services, 2 years
Assistant Principal	Pat Zackery	BS/MS degrees/ Educational Leadership K-12, Middle Grades	7	7	Hawks Rise 2005 – 2012; A school and AYP 2005-2009, A school 2009-10, 2010-11 A school and AYP, A school 2011-2012

		Social Science, ESE K-12			

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kathy Hall	BA in Elementary Education; Master of Education with a concentration in Reading; Reading Endorsement; Gifted Endorsement	3	2	Blackman Middle School Rutherford County Murfreesboro, TN Met AYP 2009 - Harper Elementary School Thomasville City Schools Thomasville, GA Met AYP 2007-2008 - Scott Elementary School Thomasville City Schools Thomasville, GA 2006-2007 met AYP, 2005-2006 met AYP, 2004-2005 met AYP, 2003-2004 met AYP, 2002-2003 did not meet AYP, 2001-2002 did not meet AYP -Hawks Rise Elementary Leon County Schools Tallahassee, FL 2000-2001 Grade: A and US DOE Blue Ribbon School; 2/21/2000-5/31/2000 Grade: A, 2010-11, A school and AYP, A school 2011-2012

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Partner new teachers with veteran teachers	Principal	On-going
2. New teacher meetings	Assistant Principal	On-going
3. Common grade level planning to promote collaboration	Principal/Grade Chairs	On-going

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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
0	

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
57	4%(2)	13%(7)	39%(22)	46%(26)	53%(30)	100%(57)	20%(11)	13%(7)	25%(14)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Carla Leanillo	Renee Deason	Ms. Leanillo is an ESE and general education certified teacher. She has many years of experience differentiating instruction for students.	Meeting to review and provide feedback on lesson plans, strategies, IEPs.
Shannon Bonn	Jeannie Verges	Mrs. Bonn is an ESE and PreK certified teacher. She has many years of experience	Meeting to review and provide feedback on lesson plans, strategies,

		differentiating instruction for PreK students.	IEPs. Ms. Verges will observe in Mrs. Bonn's classroom to obtain ideas related to presentation of curriculum and strategies in meeting the PreK students' needs.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. *Evy Friend, Principal and/or Pat Zackery, Assistant Principal*: Provides direction and oversight in the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures there is follow-up in the implementation of interventions, intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities. *General Education Teachers (Primary and Intermediate):* Provides information regarding core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials and instruction with Tier 2/3 activities. *Diane Scheiner, Guidance Counselor:* Coordinate the meetings with the team members and ensures appropriate data are available, assists in development and interpretation of data charts and graphs, assists in the development of intervention plans and follow-up plan implementation and provides direct services to students based on the intervention plan. *Kathy Muldoon, District ESE Program Specialist:* Provides expertise regarding strategies and interventions to address academic and behavioral concerns, assists in the data collection and interpretation of data. *Linda Evans, Social Worker:* Links child-serving and community agencies to the school and families to support the child's academic, social, emotional and behavioral well-being. *Lisa Hunt and Mary Walsh, Speech Pathologists*: Educate the team in the role language plays in curriculum, instruction and assessment as a basis for appropriate program design and implementation, assist in the selection of screening measures and interpretation of evaluation data, facilitate the identification of systemic patterns of student deficits with respect to language skills. *Meredith McMillian, Behavioral Services:* Provides expertise in the area of functional behavioral assessment and data interpretation, assists in making recommendations of strategies to address student needs. *Exceptional Student Education (ESE) Teachers:* Participate in student data collection, provide expertise regarding strategies and interventions to address academic and behavioral concerns, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through activities such as consultation and co-teaching.
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 MTSS Leadership Team will meet each Monday with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the needs of advanced students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction in general education, in exceptional education or both.
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 MTSS Leadership Team was involved in the development of the SIP by assisting with the disaggregation of the data and providing input in the interpretation of the data. They will also be involved in monitoring the implementation and

revision of strategies to address students who are struggling or who need academic acceleration. The team will continuously review data at the Tier 1, Tier 2 and Tier 3 levels.

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. . FLKRS, PMRN-FAIR, AIMSweb, STAR, Pearson Successmaker, FCAT, Riverside assessments – math, science, Educator's Handbook
Progress monitoring: Pearson Successmaker, AIMSweb, SRA Imagine It, Riverside math, science, Writes Upon Request, Educator's Handbook
Midyear: AIMSweb, Pearson Successmaker, STAR, SRA Imagine It, Riverside assessments, math, science, Educator's Handbook
End of Year:AIMSweb, Pearson Successmaker, STAR, SRA Imagine It, FCAT, Educator's Handbook
Each grade level uses a progress monitoring matrix to include specific data elements. The teachers complete the progress monitoring matrix for their class and share the information with administration during a monthly grade level meeting. The RtI Leadership Team uses the progress monitoring matrix data to determine the effectiveness of school-wide programs (Tier l) and also to make determinations if individual students need additional interventions (Tier 2 or more.)

Describe the plan to train staff on MTSS. . Staff expectations for implementing RtI strategies were reviewed during preplanning. Teachers will be reminded of Florida's web site Florida's Response to Intervention. The guidance counselor will provide training during pre-planning .Common planning time will be provided during the year for grade level team meetings to discuss data and problem-solve strategies for improving struggling students' outcomes and addressing students whose needs are advanced. Monthly grade level team meetings with administration will focus on classroom data elements – below grade level, on grade level and above grade level performance. Print and on-line resources are provided for teachers to assist them during these activities.

Describe the plan to support MTSS. Regular communication among members, subs to cover teachers for RtI meetings. Progress monitoring meetings and monthly SIP committee meetings.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Jodi Klawinski, Kindergarten, Allison Gray, First Grade, Brett Filomio, Second Grade, Gwen Hall, Third Grade, Kathy Hall, Fourth Grade and Reading Coach, Brittany Hutto, Fifth Grade, Renee Deason, ESE, Christine Wiggins, Special Area and Evy Friend, Principal.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets once per month to review reading progress monitoring data. Tier 2 and Tier 3 remedial services and students being served are discussed as well as what classroom strategies are being implemented to extend the lesson beyond the core instruction.
What will be the major initiatives of the LLT this year? Collect information and data from grade level teams and progress monitoring data from Masters Club on the effectiveness of interventions for students.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Providing effective interventions for lowest quartile students	1A.1. Provide time for collaboration between general education and exceptional student education teachers	1A.1. Teachers, Reading Coach, and Administrators.	1A.1. Progress monitoring data matrix, and professional learning communities.	1A.1. FAIR data, SuccessMaker5, AIMS Web, Star Reading Assessment
Reading Goal #1A: 18% (70) of students in grades 3, 4 and 5 will achieve a level 3 on the FCAT Reading.	2012 Current Level of Performance:* *17% (67)*	2013 Expected Level of Performance:* *18%(70)*	2. Transitioning to Common Core	2. Provide time to develop best practices for implementing common core.			
			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. Providing effective interventions for students on special pupil progression	1B.1. Utilize software and specialized personnel to address reading deficits.	1B.1. ESE teachers and Administrators	1B.1. Progress monitoring data matrix	1B.1. SuccessMaker5, AIMSweb, individualized standardized assessments
Reading Goal #1B: *Students taking the FAA will achieve a Level 4 or above on the reading section.*	2012 Current Level of Performance:* *100% (1)*	2013 Expected Level of Performance:* *100% (1)*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of student awareness regarding scale rigor and individual gains.	2A.1. Student driven progress monitoring and clearly defined expectations.	2A.1. Teachers, Reading Coach and Administrators.	2A.1. Progress Monitoring Data Matrix	2A.1.FAIR, Success Maker 5, Star Reading Assessment
Reading Goal #2A: 73% (284) of students in grades 3, 4 and 5 will achieve above proficiency on the FCAT Reading	2012 Current Level of Performance:* 72% (281)	2013 Expected Level of Performance:* 73% (284)					
			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. Providing effective interventions for students on special pupil progression	2B.1. Utilize software and specialized personnel to address reading deficits.	2B.1. ESE teachers and Administrators	2B.1. Progress monitoring data matrix	2B.1. SuccessMaker5, AIMSweb, individualized standardized assessments
Reading Goal #2B: *Students taking the FAA will achieve a Level 7 on the reading section.*	2012 Current Level of Performance:* *100% (1)*	2013 Expected Level of Performance:* *100% (1)*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Providing effective interventions and differentiating instruction for all students 2. Transitioning to Common Core	3A.1. Collaboratively discuss effective interventions and strategies for differentiating. 2. Provide time to develop best practices for implementing common core.	3A.1. Teachers, Reading Coach, and Administrators.	3A.1. Progress monitoring data matrix, and professional learning communities.	3A.1. FAIR data, SuccessMaker5, AIMS Web, Star Reading Assessment
Reading Goal #3A: 87% (228) of students in grades 3, 4 and 5 will make learning gains on the FCAT Reading	2012 Current Level of Performance:* 86% (225)	2013 Expected Level of Performance:* 87% (228)					
			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: Only one student currently assessed using FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Providing effective interventions for lowest quartile students	4A.1. Provide time for collaboration between general education and exceptional student education teachers	4A.1. Teachers, Reading Coach, and Administrators.	4A.1. Progress monitoring data matrix, and professional learning communities.	4A.1. FAIR data, SuccessMaker5, AIMS Web, Star Reading Assessment
Reading Goal #4: 89% (37) of students in the lowest quartile in grades 3, 4 and 5 will make learning gains on FCAT Reading.	2012 Current Level of Performance:* 89% (37)	2013 Expected Level of Performance:* 89% (37)	2. Transitioning to Common Core	2. Provide time to develop best practices for implementing common core.			
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: *The reading gap between black and white students will decrease by 5% or more each year.*							

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. White: Identifying and providing effective interventions to address deficit areas Black: Identifying and providing effective interventions to address deficit areas Hispanic: Providing effective ELL strategies Asian: Identifying and providing effective interventions to address deficit areas American Indian: N/A	5B.1. Use targeted assessment tools to identify deficit areas and implement research based intervention programs and strategies	5B.1. Teachers, Reading Coach, Administrators	5B.1. Progress Monitoring Matrices	5B.1. AIMSweb, STAR, SuccessMaker5	
Reading Goal #5B: Each student subgroup not making satisfactory performance will decrease or maintain in the 2012-2013 school year	2012 Current Level of Performance:* White: 9 (25) Black: 36 (14) Hispanic: 6 (1) Asian: 6 (1) American Indian: 0 (0)	2013 Expected Level of Performance:* White: 8 (22) Black: 30 (12) Hispanic: 6 (1) Asian: 6 (1) American Indian: 0 (0)						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Influx of new ELL students	5C.1.Place students with teachers who are ESOL endorsed or who have already completed or are taking ESOL courses.	5C.1. Guidance and Administration	5C.1.CELLA scores	5C.1.CELLA
Reading Goal #5C: ELL making satisfactory progress in reading will increase to 75%	2012 Current Level of Performance:* **70% (7)**	2013 Expected Level of Performance:* **75% (3)**					
			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. Identifying and providing effective interventions to address deficit areas	5D.1. Use targeted assessment tools to identify deficit areas and implement research based intervention programs and strategies to remediate	5D.1. ESE teachers, General Education teachers, Reading Coach and Administrators	5D.1. Assess students and track progress on data matrix	5D.1. AIMSweb, STAR, SuccessMaker5
Reading Goal #5D: Students with Disabilities not making satisfactory performance will decrease in the 2012-2013 school year	2012 Current Level of Performance:* **40% (17)**	2013 Expected Level of Performance:* **37% (16)**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Identifying and providing effective interventions to address deficit areas	5E.1. Use targeted assessment tools to identify deficit areas and implement research based intervention programs and strategies to remediate	5E.1. General Education teachers, Reading Coach, Administration	5E.1. Assess students and track progress on data matrix	5E.1. . AIMSweb, STAR, SuccessMaker5
Reading Goal #5E: Economically Disadvantaged students not making satisfactory performance will decrease in the 2012-2013 school year	2012 Current Level of Performance:* **16% (39)**	2013 Expected Level of Performance:* **15% (36)**					
			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
Common Core Implementation Observations	Prek-5	Reading Coach, Grade Chairs, School Admin.	Prek-5th grade reading teachers Including ESE teachers	Fall and Winter half day reading observation session	Grade level meetings	Administrators, Reading Coach
Planning time for ESE/General Ed collaboration	Prek-5	Reading Coach, Grade Chairs, School Admin.	Prek-5th grade reading teachers Including ESE teachers	Fall and Winter afterschool	Grade level meetings, lesson plans	Administrators, Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Use targeted assessment tools to identify deficit areas and implement research based intervention programs and strategies to remediate	Early Interventions in Reading Materials	20% funds	$3000
Use targeted assessment tools to identify deficit areas and implement research based intervention programs and strategies to remediate	Reading Mastery Materials	20% funds	$1000
			Subtotal:$4000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Implementation Observations	Marzano's Art and Science of Teaching	TEC	$1,500
Planning time for ESE and General Education teachers			
			Subtotal: $1500
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$5500

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Influx of new ELL students	1.1. Place students with teachers who are ESOL endorsed or who have already completed or are taking ESOL courses.	1.1.Guidance and Administration	1.1.CELLA scores	1.1.CELLA
CELLA Goal #1: Students scoring "proficient" in Listening/speaking will increase by 5% to 65%	2012 Current Percent of Students Proficient in Listening/Speaking: **60% (6)**.					
		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.		2.1. Influx of new ELL students	2.1. Place students with teachers who are ESOL endorsed or who have already completed or are taking ESOL courses.	2.1. Guidance and Administration	2.1.CELLA scores	2.1. CELLA
CELLA Goal #2: Students scoring "Proficient" in Reading will increase by 5% to 75%	2012 Current Percent of Students Proficient in Reading: **70% (7)**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Inability to predict number of ESOL students enrolling	2.1. Assist teachers in meeting the ESOL requirements	2.1. Guidance and Administration	2.1.Review CELLA results	2.1.CELLA
CELLA Goal #3: Students scoring "Proficient" in writing will increase 5% to 55%.	2012 Current Percent of Students Proficient in Writing : *50% (5)*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Native language dictionary & support materials	Books, computer programs for ELL students	Principal's discretionary	$150.00
			Subtotal: $150
			Total: $150

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Lack of time for remediation	1A.1. AM & PM help groups Provide remediation resources for teachers and parents	1A.1. Teacher as Duty Math Committee	1A.1. Increase in classroom performance and SM5 data	1A.1. Chapter tests SM5
Mathematics Goal #1A: 19 % of students in grades 3, 4 & 5 will score a level 3 on FCAT Math.	2012 Current Level of Performance:* *19%(73)*	2013 Expected Level of Performance:* *19%(73)*					
			1A.2. Early identification of students and their individual needs	1A.2. Use of AIMSWeb Review ITBS/FCAT data	1A.2. Classroom Teacher	1A.2. Increase in AIMSWeb data	1A.2. AIMSWeb
			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. Providing effective interventions for students on special pupil progression	1B.1. Provide targeted software and specially trained personnel to meet students' academic needs	1B.1. ESE teachers and Administration	1B.1. Progress monitoring data from regularly administered assessments	1B.1. Standardized assessments for Unique Learning Systems
Mathematics Goal #1B: *Students taking the FAA will achieve a Level 4 or above on the math section*	2012 Current Level of Performance:* *100%(1)*	2013 Expected Level of Performance:* *100%(1)*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Differentiating for high performing students	2A.1. Small groups for collaborative work/extension Advanced Math Classes in grades 3, 4 & 5	2A.1. Classroom Teachers and Administration	2A.1. Progress Monitoring on various programs	2A.1. Chapter tests AIMSWeb FCAT Optional Data Director assessments
Mathematics Goal #2A: 75% of students in grades 3, 4 & 5 will score a level 4 or 5 on FCAT Math.	2012 Current Level of Performance:* *69%(272)*	2013 Expected Level of Performance:* *75%(295)*					
			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:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. The large number of students who scored level 4 or 5 on the 2012 FCAT Math.	3A.1. Enrichment & extension in classrooms	3A.1. Classroom teachers	3A.1. Data from progress monitoring matrix	3A.1. SM5 Chapter tests AIMSWeb
Mathematics Goal #3A: 78% of the students in grades 3, 4 & 5 will make learning gains in FCAT Math.	2012 Current Level of Performance:* *77%(203)*	2013 Expected Level of Performance:* *78%(205)*					
			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:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Text Complexity of word problems	4A.1. Math Masters Intervention Program to help with math and reading in word problems	4A.1. Intervention Teachers, Classroom teachers, Administration	4A.1. Performance on word problems	4A.1. Chapter tests, FCAT, Data Director assessments, SM5
Mathematics Goal #4: 70% of the students in the lowest quartile in grades 3, 4 & 5 will make FCAT learning gains in math.	2012 Current Level of Performance:* *42%(13)*	2013 Expected Level of Performance:* *55%(21)*					
			4A.2. small groups AM & PM help groups	4A.2. Classroom Teacher Teacher Volunteers as duty	4A.2. Progress monitoring data	4A.2. Chapter tests, SM5 and FCAT	4A.2. Chapter tests, FCAT, Data Director assessments, SM5
			4A.3. Temporary suspension of other subject area for individual students	4A.3. Administration	4A.3. Progress monitoring data	4A.3. FCAT	4A.3. Chapter tests,

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

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: Identifying student deficits and differentiating to meet student needs Black: Identifying student deficits and differentiating to meet student needs Hispanic: Identifying student deficits and differentiating to meet student needs Asian: Identifying student deficits and differentiating to meet student needs American Indian: N/A	5B.1. Using effective assessment tools and strategies to determine deficit areas and then remediating those targeted areas	5B.1. Teachers and Administration	5B.1. Collection of progress monitoring data	5B.1. AIMSweb, DataDirector, SM5	
Mathematics Goal #5B: Student subgroups not making satisfactory performance will decrease or maintain in the 2012-2013 school year	2012 Current Level of Performance:* White: 9 (24) Black: 41 (16) Hispanic: 12 (2) Asian: 4 (2) American Indian:0 (0)	2013 Expected Level of Performance:* White: 8 (21) Black: 38 (15) Hispanic: 6 (1) Asian: 2 (1) American Indian: 0 (0)						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: No data at this time	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. Identifying and providing effective interventions to address deficit areas	5D.1. Research effective strategies and programs for addressing math deficits for students with disabilities	5D.1. Teachers and Administration	5D.1. Review of data on progress monitoring matrix	5D.1. AIMSweb, SM5, DataDirector
Mathematics Goal #5D: Students with Disabilities not making satisfactory performance will decrease by 2%.	2012 Current Level of Performance:* **40% (17)**	2013 Expected Level of Performance:* **38% (16)**.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Identifying and providing effective interventions to address deficit areas	5E.1. Research effective strategies and programs for addressing math deficits	5E.1. Teachers and Administration	5E.1. Review of data on progress monitoring matrix	5E.1. AIMSweb, SM5, DataDirector
Mathematics Goal #5E: Economically Disadvantaged students not making satisfactory performance will decrease by 2%.	2012 Current Level of Performance:* **44% (18)**	2013 Expected Level of Performance:* **42% (17)**					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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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
Thinking Math Strategies	K-5	Goddard	All math teachers	Tba	Increase in student achievement based on SM5/ITBS/FCAT	Administration
Guided Math	K-5	Goddard	All math teachers	Tba	Increase in student achievement based on SM5/ITBS/FCAT	Administration
Common Core Standards	K-5	Goddard/Sinclair	All math teachers	ongoing	Increase in student achievement based on SM5/ITBS/FCAT	Administration

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Individualized Programs	Individualized Programs	20% funds	$2000
			Subtotal: $2000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Math Strategies Training	District Elem Math Coordinator	TEC/Title II/SAC	$2000
Common Core Trainings	District Elem Math Coordinator/Math Adv.	TEC/Title II/SAC	$2000
Guided Math Training	District Elem Math Coordinator	TEC/Principal's Discretionary	$1000
			Subtotal: $5000
Other			

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Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:$7000	

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

<table>
<tr><th colspan="3">Elementary and Middle Science Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">**1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.**</td><td>1A.1. Students lack skills that enable them to look for errors in logic and reasoning.</td><td>1A.1. Teachers will help students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or logic of the information presented.</td><td>1A.1. Science teachers and School Administrators</td><td>1A.1. Observation of students using critical thinking strategies.

Assessment data evidence on progress monitoring matrix.</td><td>1A.1. Observations

Walkthroughs

Test by teachers

Riverside Data Director</td></tr>
<tr><td>Science Goal #1A:

At least 20% of the fifth grade students will score a level 3 on FCAT science.</td><td>2012 Current Level of Performance:*

18% (26)</td><td>2013 Expected Level of Performance:*

20% (26)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>1A.2.</td><td>1A.2.</td><td>1A.2.</td><td>1A.2.</td><td>1A.2.</td></tr>
<tr><td colspan="3"></td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td></tr>
<tr><td colspan="3">**1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.**</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td></tr>
<tr><td>Science Goal #1B:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td></tr>
<tr><td colspan="3"></td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td></tr>
</table>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.Lack of enrichment extensions	2A.1 Use of fifth grade Fusions materials	2A.1. School Administrators	2A.1. Assessment data on progress monitoring matrix	2A.1. FCAT science Riverside Data Director Assessments
Science Goal #2A: At least 61% of the fifth graders will score a level 4 or 5 on FCAT science.	2012 Current Level of Performance:* **61% (87)**	2013Expected Level of Performance:* **61% (78)**					
			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

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Examining errors in reasoning	Grades 3-5	Team leader or science advocate	Grades 3-5 teachers	Initial professional development in Sept., follow-up throughout the year	Team meetings, classroom observations	School administrators

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will help students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or logic of the information presented.	3rd grade training	TEC	$750
			Subtotal:$750
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will help students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or logic of the information presented.	Lab materials	Principals discretionary	$500
			Subtotal: $500
			Total:$1250

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Rubric to grade extended responses	1A.1. Utilize extended responses during lessons and assessments for students to provide reasoning	1A.1. School administrators Teachers	1A.1. Review writing samples for justification/ reasoning	1A.1. Written responses/ compositions rubric
Writing Goal #1A: 96% of fourth grade students will achieve a level 3.5 or higher on FCAT Writing	2012 Current Level of Performance:* 96%(129)	2013 Expected Level of Performance:* 96%(129)					
			1A.2. Utilizing techniques across curriculum	1A.2. Implement grammar and convention editing lessons in literacy block	1A.2. School administrators Teachers	1A.2. Review writing samples for use of editing techniques	1A.2. Written responses/ compositions rubric
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Teaching effective writing strategies	1B.1. Participate in writing workshops offered in the district	1B.1. Administration	1B.1. Results of student writing samples	1B.1. Written responses/compositions rubric
Writing Goal #1B: 100% of fourth grade students taking the FAA in writing will score a 4 or higher.	2012 Current Level of Performance:* 100% (1)	2013 Expected Level of Performance:* 100%(1)					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Writing Instruction	**3-5**	**Writing Chair**	**Utilize Writing CD containing anchor papers to plan writing instruction**	**Fall 2012**	**Review student compositions/ WUR**	**Writing chair and school administrators**

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement grammar and convention editing lessons in literacy block	**student work/ grammar from Imagine It! series**		
			Subtotal:0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective writing instruction utilizing Writing CD containing anchor papers, substitutes for one-half day for 4th grade writing teachers	Facilitator for new guidelines for WUR and FCAT writing Anchor papers	SAC	$300
			Subtotal:$300
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$300

End of Writing Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.Extended out of town events during the school year.	1.1.Educate parents about academic impact of missing school.	1.1.Administrators, teachers and attendance secretary	1.1.Review Pinpoint report monthly	1.1.Pinpoint report
Attendance Goal #1: Maintain school-wide attendance rate. Maintain current school-wide excessive absences rate Maintain current school-wide individual student excessive tardy rate	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	97.3%	97%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	103	103					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	184	184					
			1.1. Natural disasters, e.g.., flooding	1.2. encourage car pooling	1.2. school administrators, teachers and attendance secretary	1.2. review Genesis report monthly	1.2. Genesis report
			1.2. Long line at student drop off	1.3. promote car pooling, walking, bike riding	1.3. school administrators, teachers and attendance secretary	1.3. review Genesis report monthly	1.3. Observation and Genesis report

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Definition of excused/unexcused absences and tardies	K-5	Administrator/Attendance Secretary	Classroom teachers	Faculty meeting – October 2011	Teachers along with attendance secretary will monitor absence and tardy rate and will inform principal or assistant principal when a student has missed more than 5 days.	Attendance secretary, teachers and school administrators

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Inconsistent consequences	1.1.Continue to implement PBS plan and to further educate faculty about consistent use of it.	1.1.Assistant Principal	1.1.Review of data from Educator's Handbook	1.1.Educator's Handbook
Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	2					
Maintain 2 or less in school suspensions for 2012-13	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	2					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	3	2					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
Reduce the number of out of school suspensions by 1 (33% reduction)	3	2					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support Plan	K – 5	PBS coach	K-5 teachers	Monthly	Review data from Educator's Handbook	PBS coach
Positive Behavior Support Plan	PBS team	PBS coach	PBS team	Monthly	Plans/Notes from monthly meetings	Assistant Principal

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Parent volunteer hours will increase to 7500 for the 2012-2013 school year. Parental involvement will increase from 49% to 50%.	2012 Current Level of Parent Involvement:* 7280 hours (487 volunteers)	2013 Expected Level of Parent Involvement:* 7500 hours (500 volunteers)	1.1. Utilizing current tool for logging of volunteer hours	1.1. Provide new software for logging of volunteer hours Provide for off-campus volunteering opportunities	1.1. PTO Board and volunteer coordinators	1.1. Attendance at workshops and hours logged on volunteer logs	1.1. Sign-in sheets for workshops and volunteer logs
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of new online tool for logging of volunteer hours	Online software tool	PTO	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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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: At least 20% of the 5th grade students will score a level 3 on FCAT science At least 75% of students in grades 3, 4 & 5 will score a level 4 or 5 on FCAT Math Increase STEM awareness	1.1. Students lack skills that enable them to look for errors in logic or reasoning Differentiating for high-performing students Lack of excitement about STEM	1.1. Teachers will help students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or logic of the information presented. small groups for collaborative work Advanced math classes for grades 3, 4 & 5 HRES STEM bowl	1.1. School Administrators Classroom Teacher STEM team STEM team	1.1. Observation of students using critical thinking strategies. Assessment data evidence on progress monitoring matrix Progress monitoring on various programs Progress monitoring on various programs Teacher and student response	1.1. Observations, walkthroughs, test by teachers Data Director assessments, chapter tests, FCAT Data Director assessments, chapter tests, FCAT Conversations with teachers and students
	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

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
HRES STEM Bowl	Materials for student tasks	Principal's Discretionary	$600
			Subtotal:$600
			Total:$600

End of STEM Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$5500
CELLA Budget	
	Total:$150
Mathematics Budget	
	Total:$7000
Science Budget	
	Total:$1250
Writing Budget	
	Total:$300
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:$600
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$14,800

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.
- Review and make recommendations based on the school's climate survey.   - Assist in the development of the 2012-2013 school improvement plan and approve the final plan.   - Monitor the implementation of the2012-2013 school improvement plan.   - Approve uses of SAC funds.   - Approve the plan for disbursement of the A+ funds.   - Suggest topics for discussion at the district advisory council meeting.

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Describe the projected use of SAC funds.	Amount
Stipends for teachers, substitute costs, workshop registration fees and travel expenses for professional development.	$3500