

# FLORIDA DEPARTMENT OF EDUCATION



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

2012-2013

Approved: 1/29/13

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: Riverdale Elementary School	District Name: Orange
Principal: Sean Maguire	Superintendent: Barbara Jenkins
SAC Chair: Anjanette Essen	Date of School Board Approval: Pending

**Student Achievement Data:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Highly Effective Administrators**

List your school’s highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Sean Maguire	MS Degree in Educational Leadership BA Degree in Elementary Education  Certifications in Elementary 1-6 Social Sciences 5-9 School Principal K-12	3	8	2011-2012 School Grade A; Reading : 60% high standards ; 71% made learning gains; 74% of lowest 25% made learning gains. Math: 60% meet high standard (level 3 and above); 73% made learning gains; 52% of lowest 25% made learning gains 2010-2011: 97% AYP, (sub-group not making AYP is ELL in Reading) High Standards in Reading 84%, Math 87%, Writing 80%, Science 62% Learning Gains in Reading 73%, Math 72%

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		Educational Leadership			<p>2010-2011: Grade A 97% AYP, (sub-group not making AYP is ELL in Reading) High Standards in Reading 84%, Math 87%, Writing 80%, Science 62% Learning Gains in Reading 73%, Math 72% Lowest 25% Making Gains in Reading 70%, Math 77%</p> <p>2009-2010: Grade A, 83% AYP, (sub0group not making AYP is ELL in Reading) High Standards in Reading 77%, Math 79%, Writing 84%, Science 56% Learning Gains in Reading 69%, Math 66% Lowest 25% Making Gains in Reading 57%, Math 68%</p> <p>*Based on percentage at 4 and above in writing.</p>
Administrative Dean	Marilyn Burger	<p>Master's Degree in Educational Leadership BS Degree in Elementary Education 1-6 PE K-12</p> <p>Certifications: Educational Leadership Elementary 1-6 PE K-12 ESOL K-12</p>	8	1	<p>2011-2012: School Grade A; Reading : 60% high standards ; 71% made learning gains; 74% of lowest 25% made learning gains. Math: 60% meet high standard (level 3 and above); 73% made learning gains; 52% of lowest 25% made learning gains</p> <p>2010-2011: 97% AYP, (sub-group not making AYP is ELL in Reading) High Standards in Reading 84%, Math 87%, Writing 80%, Science 62% Learning Gains in Reading 73%, Math 72%</p> <p>School Grade A 7 out of 8 years</p>

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### Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Curriculum Resource Teacher	Joanna Sozio	BS in Elementary Ed.  Certification: Elementary K-6	1	11	2011-2012: School Grade A; Reading : 60% high standards ; 71% made learning gains; 74% of lowest 25% made learning gains. Math: 60% meet high standard (level 3 and above); 73% made learning gains; 52% of lowest 25% made learning gains  2010-11: Sadler Elem.-School grade C when hired – improved 13 points; 2009-2010: Memorial MS – School grade D when hired and score raised to a C; 2005-2009: Liberty MS – School grades of C, C, A, C; 2004-2005: Jackson MS – School Grade D when hired – improved to C; 2000-2004: Avalon Elem.-Opened school and received an A all 3 years.
Reading Coach	Margaret Ragley	BA in Elementary Ed.  Certification: Elementary K-6 ESOL  Reading Endorsed	15	4	2011-2012 School Grade A 93% of students on Target for Writing 93% of students on Target for Reading; 79% had Learning Gains,100% or lowest 25% made Learning Gains  2010-2011: 97% AYP, (sub-group not making AYP is ELL in Reading) High Standards in Reading 84%, Math 87%, Writing 80%, Science 62% Learning Gains in Reading 73%, Math 72%
RTI Coach	Nicole Sanabria	BA in Psychology;  Certifications: Elementary K-6 ESE	2	9	2011-2012: School Grade A; Reading : 60% high standards ; 71% made learning gains; 74% of lowest 25% made learning gains. Math: 60% meet high standard (level 3 and above); 73% made learning gains; 52% of lowest 25% made learning gains

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					School Grade A 7 out of 8 years. 2010-2011: Grade A, 97% AYP, (sub-group not making AYP is ELL in Reading) High Standards in reading 84%, Math 87%, Writing 80%, Science 62% Learning Gains in Reading 73%, Math 72% Lowest 25% Making Gains in Reading 70%, Math 77%
Guidance/ CCT	Meg King	BS in Industrial Relations; MS in Counseling Ed.;  Certifications: Early Childhood PK-3, ESE K-12, Guidance K-12, ESOL K-12	1	11	2011-2012: School Grade A: Reading : 60% high standards ; 71% made learning gains; 74% of lowest 25% made learning gains. Math: 60% meet high standard (level 3 and above); 73% made learning gains; 52% of lowest 25% made learning gains  School Grade A: Reading : 60% high standards ; 71% made learning gains; 74% of lowest 25% made learning gains. Math: 60% meet high standard (level 3 and above); 73% made learning gains; 52% of lowest 25% made learning gains  School Grade A 10 out of 11 years

**Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. All instructional applicant resumes are reviewed and verbal references are obtained to determine if the applicant is highly qualified and of high quality. The OCPS E-Recruiting system is used to seek out additional highly qualified applicants. Once hired, support people, such as the Curriculum Resource teacher, Instructional Coaches, and Dean of Students provide staff	Sean Maguire  Marilyn Burger  Joanna Sozio	Ongoing	

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development through PLC's on school procedures, the school-wide behavior management plan and the continuous improvement model.	Margaret Ragley		
2. Partner with University of Central Florida to host student teachers with the purpose of developing future highly-qualified classroom teachers	Margaret Ragley Sean Maguire	Ongoing	
3. Partner with UCF to provide volunteer opportunities for education majors to observe and assist in the classroom	Margaret Ragley Sean Maguire	Ongoing	
4.			

***Non-Highly Effective Instructors***

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
All teachers are effective or highly effective.			

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	2/50; 6%	6/50; 12%	27/50; 54%	15/50; 30%	16/50; 32%	0% ; 0/50	6/50; 12%	4/50; 8%	48/50; 96%

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***Teacher Mentoring Program***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Santiago	Sarah Rife	15 years of teaching experience; 1 <sup>st</sup> grade PLC will be planning together	Grade level PLC data meetings; curriculum planning meetings
Susan Hennessey	Greta McMillen	Experienced teacher; 3 <sup>rd</sup> grade PLC will be planning together	Grade level PLC data meetings and curriculum planning meetings
Kelly Tourne	Alexis Huether	Experienced Kindergarten teacher, Kinder. PLC will be planning together	Grade level PLC data meetings and curriculum planning meeting
Margaret Ragley	Brianna Anderson	Successful experienced teacher; 4 years as an instructional coach	Grade level PLC data meetings and curriculum planning meetings
Tricia Ferrara	Melody Pagan-Vela	Successful experienced teacher; Nationally Board Certified	Grade level PLC data meetings and curriculum planning meetings

**Additional Requirements**

***Coordination and Integration-Title I Schools Only***

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

<p><b>Title I, Part A</b>  Riverdale Elementary will follow the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.</p> <ul style="list-style-type: none"> <li>Disaggregation of Data</li> <li>Timeline Development</li> <li>Instructional Focus</li> <li>Continuous and frequent assessment</li> <li>Intervention strategies</li> <li>Tutorials</li> <li>Enrichment</li> <li>Reteach</li> <li>Maintenance</li> <li>Monitoring</li> </ul>
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**Revised April 29, 2011**

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Riverdale Elementary will use Federal Title I funds to provide instructional support personnel, RtI, Lesson Study, and PLC Staff Development opportunities. The school will provide resources to assist with planning and delivery of a comprehensive approach for meeting AYP with an emphasis on ELL and ED students, in the areas of Reading, Math, and Writing.
<p><b>Title I, Part C- Migrant</b> Migrant Liaison provides services and support to students and parents as needed.</p>
<p><b>Title I, Part D</b> District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.</p>
<p><b>Title II</b> Title II grant funds will be used for professional development opportunities for the staff, specifically selected staff will attend Write from the Beginning and Beyond training onsite.</p>
<p><b>Title III</b> Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based Staffing Specialist/CCT provides services as requested by parents, teachers, and the district. We will also utilize Title III monies to provide extended learning opportunities to targeted ELL students.</p>
<p><b>Title X- Homeless</b> Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district. The District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p><b>Supplemental Academic Instruction (SAI)</b> Riverdale Elementary students may be selected to participate in grant funded tutorial services for reading and math instruction. Additionally, a paraprofessional has been hired to work with students who scored a level 1 on the 2011 FCAT Reading assessment or those deemed in need of improvement through other school and district-based assessments.</p>
<p><b>Violence Prevention Programs</b> Fifth Grade students will participate in the G.R.E.A.T. program in partnership with Orange County Sheriff's Department.</p>
<p><b>Nutrition Programs</b> Food and Nutrition is supported through the district's goal of providing nutritious meals and snacks for students on a daily basis. The district follows Federal law and the U.S. Department of Agriculture policy as it relates to food distribution and service to all students.</p>
<p><b>Housing Programs</b> Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless Liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district.</p>
<p><b>Head Start</b> N/A</p>
<p><b>Adult Education</b> Riverdale Elementary works in partnership with OCPS Vo Tech programs to support adult educational needs. Interested parents are referred to Winter Park or Avalon Vo Tech for additional information.</p>
<p><b>Career and Technical Education</b> Riverdale Elementary works in partnership with OCPS Vo Tech programs to support adult educational needs. Interested parents are referred to Winter Park or Avalon Vo Tech for additional information.</p>
<p><b>Job Training</b> N/A</p>
<p><b>Other</b> N/A</p>



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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.

Sean Maguire, Principal at Riverdale Elementary: 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.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Nicole Sanabria, RtI Coach: Works with and through Instructional Staff, collaborates with staff to ensure student needs are met, documents interventions, and provides follow-up to ensure student success.

Marilyn Burger (Dean): Ensures a safe learning environment by providing behavioral support and interventions. Assists with implementation of K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers in regards to data-based instructional planning, school wide discipline procedures and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Margaret Ragley (Reading Coach): Provides guidance with K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers in regards to data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Meg King (Guidance/CCT): Provides support for healthy emotional and social development strategies and programs. Supports ELL students with assessments and strategies for ELL assistance and compliance. Assists with implementation of K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers in regards to data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Joanna Sozio (Curriculum Resource Teacher): Develops documents necessary to manage and display data; provides professional development to teachers and staff regarding data management and display. Facilitates all district and state assessments.

Dalymar Del Llano (Speech/Language Pathologist): Educates the team in the role language plays in the curriculum, assessments, and instructions, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

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Maria Rosales (Exceptional Student Education-K-3 VE Resource Teacher): Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching.

Danielle Mehrman (Exceptional Student Education-3-5 VE Resource Teacher): Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through activities such as 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/ RtI Leadership Team meets as needed throughout the year to ensure that the problem-solving system we developed is being maintained in order to bring out the best in our school, our teachers, and in our students. When we meet, we will review district screening data and link it 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 information, the team will identify professional development and resources to be used for interventions. The team will collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI Leadership Team meets with the School Advisory Council (SAC) and the Principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Engagement Strategies, Common Board Configuration, 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.

Baseline data: Progress Monitoring and Reporting network (PMRN), Edusoft Benchmark Assessment, Open Court/Imagine It, Envision, FAIR  
Progress Monitoring: PMRN, FAIR, Edusoft Curriculum Based Measurement (CBM), FCRR Activities, iStation, Easy CBM, FCAT Simulation, and school wide Florida's Continuous Improvement Model, Edusoft Mini Benchmark Assessments, Write Score (Writing and Science).  
Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft Benchmark Assessments  
End of Year: FAIR, FCAT, Edusoft Benchmark Assessment  
Frequency of Data Days: Every twenty days

#### **Tier I Core Program – 90 Minute Block**

-Consists of academic and behavioral methodologies and supports are designed for all students. Follows District pacing and systematic core reading program as outlined in the K-12 Reading Plan

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- Differentiated small group instruction, on grade level material, guided reading materials, skill or strategies on grade level.
- Students less than one year below receive Targeted instruction, ESE/ELL Support, Re-teach strategies for reading, math, and writing.
- Students above grade level receive “enrichment” during Tier I time.

### **Tier II Core Plus More-School Wide Reading Time**

- Consists of supplemental instruction and intervention that are provided in addition to the researched-based core program, both academic instruction and behavioral supports.
- Students identified with skill deficiency will participate in an intervention group that utilizes scientifically proven programs and strategies to improve student progress.
- Consists of individualized, intensive academic instruction or behavioral supports provided in addition to and aligned with the core program.
- The goal is to accelerate the rate of the student’s progress to close the achievement gap as compared to same-aged peers.
- This may also mean using any of the above Tier I Interventions that data indicates may help the child.

### **Tier III – Individualized**

- Intensive and individualized targeted instruction and intervention specifically prescribed to student need as identified by school and district assessments, ongoing progress monitoring and overall classroom performance that have not met goals set by Tier II strategies.
- Can include placement in alternate setting for some or all of the core instruction to meet specific academic and behavior goals.
- The goal is to accelerate the rate of the student’s progress to close the achievement gap as compared to same-aged peers.

Describe the plan to train staff on MTSS.

As a Professional Learning Community (PLC), the staff participates in whole group and small group staff development. Whole group PLC’s give the faculty the opportunity to learn and participate in activities which focus on implementing an RtI process that is culturally embedded in our school. Small group collaborative teams within the school PLC allows smaller grade-level groups to discuss, share, and practice RtI strategies. Professional Development sessions will take place during the year to keep the staff up to date on the RtI process. The RtI Leadership Team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

Describe plan to support MTSS.

Our MTSS/RtI Leadership Team and our PLC’s work closely together to continuously monitor progress of our students. We work together to review and analyze data and continuously make changes and adjustments as needed to help our students succeed.

### ***Literacy Leadership Team (LLT)***

#### **School-Based Literacy Leadership Team**

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

Riverdale Elementary School has implemented a school-based literacy leadership team which consists of the Principal, Dean, Reading Coach, Curriculum Resource

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Teacher, RtI Specialist, Guidance/CCT, ESE Resource teacher, Media Specialist. The primary goal of the team is to focus on school-wide literacy curriculum and activities that will help to improve teacher understanding and student achievement in reading.

Sean Maguire, Principal  
Marilyn Burger, Dean  
Joanna Sozio, Curriculum Resource teacher  
Margaret Ragley, Reading Coach  
Nicole Sanabria, RtI Specialist  
Meg King, Guidance/CCT  
Virginia Greifenstein, Media Specialist

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

The Literacy Leadership Team (LLT) will focus on how we plan to achieve our AYP goals in the area of literacy. The LLT will meet as needed throughout the year to discuss, share, and plan based on student data and observation. The LLT will:

- Support teachers in the implementation of school-wide literacy/instructional strategies
- Introduce/support the use of a variety of assessment strategies to support literacy achievement
- Analyze data for instructional decision making
- Assist teachers in differentiating learning
- Observe, provide feedback, model literacy lessons and support teachers
- Suggest appropriate resources to embed literacy within content areas
- Facilitate professional learning opportunities to improve literacy achievement
- Begin implementation of Common Core State Standards (CCSS) per district plan

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

- Continue training on the transition to CCSS
- Continue to support the school-wide implementation of Open Court/Imagine It and provide professional development as needed
- Expand school-wide instruction of writing ELA standards

### ***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.*

### ***\*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.

**April 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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Children ready to enter Kindergarten are invited to attend yearly summer registration and our open house program. Parents are encouraged to enroll students early to begin the transition process.

Pre-School teachers work with students throughout the year to develop social, reading, math and independency skills. All Kindergarten students at Riverdale Elementary are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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

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

N/A

### ***\*High Schools Only***

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

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

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.

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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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>  Reading Goal #1a: On the 2013 Reading FCAT, 35% of students in grades 3-5 will score a level 3 as indicated on the Florida Department of Education FCAT Demographic Report	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1a.1. Student Attendance	1a.1. Encourage parents to make sure children are in school each day prepared to learn  Provide informational resources to parents related to student achievement.  Provide intervention strategies for students who are below grade level.  Address reading progress monitoring for K-2 in action plan	1a.1. Registrar  Classroom Teachers  Principal  CRT  Reading Coach	1a.1. Registrar and teachers will monitor student attendance and flag students who are absent for 5 or more days per grading period.  Parents will be notified of importance of student attendance and educational requirements.	1a.1. FTE Reports  FCAT  District Edusoft Benchmark Assessments 1 & 2  FAIR Assessment  Progress monitoring tools (i.e., FAIR, FLKRS, CELLA, common assessments, unit/chapter tests)
	On the 2012 Reading FCAT, 26%(86/326)of students in grades 3-5 scored a level 3.	On the 2013 Reading FCAT, 35%of students in grades 3-5 will score a level 3.	1a.2. Children need additional support and assistance in reading	1a.2. Individual tutoring, group tutoring and constant monitoring  Increase exposure and usages to non-fiction texts to teach reading strategies.	1a.2. Leadership Team  Classroom Teachers	1a.2. Administration and teachers will work together to identify students who need assistance through monitoring strategies.	1a.2. FCAT FAIR Edusoft Subject Area Assessments
			1a.3. Children need reinforcement in reading at school and at home.	1a.3. Use Accelerated Reader program to set reading goals.  Provide recognition for students who reach their AR Goals	1a.3. Media Specialist  Classroom Teachers  Leadership Team	1a.3. Monitor the number of books read/points earned by students.	1a.3. Accelerated Reader Management  Destiny

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			EIR program for K-2 students who are struggling.			
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
			1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>		2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Differentiating instruction for above average students	2a.1. Continue to have the gifted/enrichment program to include daily instruction for students performing above grade level in a resource classroom.	2a.1. Monitor student assessments and progress.	2a.1. Pre and Post lesson/unit assessments FAIR Edusoft Benchmark Assessment and Mini Assessments Weekly Subject area assessments
On the 2013 FCAT Reading, 31% of students in grades 3-5 will score above proficiency by scoring a level 4 or 5 as indicated on the Florida Department of Education FCAT Demographic Report.	On the 2012 Reading FCAT, 28% (90/326) of students scored above proficiency by scoring a level 4 or 5.	On the 2013 Reading FCAT, 31% of students will score above proficiency by scoring a level 4 or 5.		2a.1. Enrichment Teacher Classroom Teachers Leadership Team		
			2a.2. Not providing enough challenging material to support students capable of scoring above proficiency on FCAT Reading.	2a.2. Include higher order questions and brain research strategies in lesson plans (Webb's DOK & Bloom's Taxonomy  Increase exposure and usages to non-fiction texts	2a.2. Reading Coach  Leadership Team  Classroom Teachers	2a.2. Lesson plans will be reviewed during classroom walkthroughs and submitted throughout the year to be reviewed by a member of the Leadership team.  2a.2. District Assessment Protocols to monitor the use of strategies.

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			to teach reading strategies.			
		2a.3 Reinforcing reading at home and at school through the use of the Accelerated Reader Program	2a.3 Provide recognition for students reaching their AR goals and those exceeding their goals.	2a.3 Media Specialist Classroom Teachers	2a.3 Monitor the number of books read and points scored by students throughout the year.	2a.3 Accelerated Reader Management
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>		2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	<i>Enter numerical data for current level of performance in this box.</i>		<i>Enter numerical data for expected level of performance in this box.</i>			
			2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>		3a.1. Participation in extended learning opportunities.	3a.1. Explicit instruction of SMART 7strategies across all content areas to build supportive structures for reading comprehension.  Additional Reading instruction is provided to improve and support student reading skills and strategies using RtI to identify	3a.1. Leadership Team Reading Coach Tutors	3a.1. Mini assessments in targeting the reading strategies.  PLC group data meetings will be held to ensure the action plan is implemented and progress is being made.	3a.1. Pre and Post lesson/unit assessments  FAIR Edusoft Benchmark Assessment and Mini Assessments  Weekly Core reading assessments.  Easy CBM
Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
On the 2013 Reading FCAT, 75% (222/296) will make learning gains as indicated on the FLDOE School Accountability report.	On the 2012 Reading FCAT 71%(232/326) of students in grades 3-5 made learning	On the 2013 Reading FCAT, 75% of students in grades 3-5 will make learning gains				



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	gains.			deficiencies and prescribe intervention.  Before and after school intensive reading tutoring. Tutoring sessions are 2 days a week for 1 hour after school and 5 days a week for 40 minutes before school beginning in October.			
			3a.2. Scheduling students within these performance groups to receive additional intervention and support with reading	3a.2. A schedule will be developed which targets lower performing students. Students receive additional reading support by the reading resource team and leadership team members. Instruction will focus on specific learning standards, skills, and strategies to help the student improve reading skills.	3a.2. Leadership Team  Reading Coach	3a.2. Continuous monitoring and assessment.  Review data to ensure progress is being made.  Attendance will be monitored.	3a.2. Pre and Post lesson/unit assessments  FAIR  Edusoft Benchmark Assessment and Mini Assessments  Weekly Core reading assessments.  Easy CBM
			3a.3. Teachers require additional professional development in new instructional methods and curriculum changes.	3a.3. Provide iPads and subsequent professional development in programs (Doceri) to increase student engagement.  Provide professional development on CCSS	3a.3. Leadership Team	3a.3. Continuous monitoring and assessment.  Review data to ensure progress is being made.	3a.3. Pre and Post lesson/unit assessments  FAIR  Edusoft Benchmark Assessment and Mini Assessments  Weekly Core reading assessments.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
	Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
				3b.2.	3b.2.	3b.2.	3b.2.

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			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>			4a.1.	4a.1	4a.1.	4a.1.	4a.1.
<b>Reading Goal #4a:</b> <b>On the 2013 Reading FCAT, 77% of the Lowest 25% of students in grades 3-5 will make learning gains as indicated on the FLDOE School Accountability report.</b>	<b>2012 Current Level of Performance:*</b> <b>On the 2012 Reading FCAT, 74% (60/82) of our Lowest 25% of students in grades 3-5 made learning gains.</b>	<b>2013 Expected Level of Performance:*</b> <b>On the 2013 Reading FCAT, 77% of our lowest 25% of students in grades 3-5 will make learning gains.</b>	Students who are performing below grade level often require additional instructional time in reading.	Explicit instruction of SMART 7strategies across all content areas to build supportive structures for reading comprehension. Before and after school intensive reading tutoring.  Additional Reading instruction is provided to improve and support student reading skills and strategies using RTI to identify deficiencies and prescribe intervention.  Tutoring sessions are 2 days a week for 1 hour after school and 5 days a week for 40 minutes before school beginning in October.  The importance of attending these sessions will be stressed to the parents as well as the students.	Leadership Team Reading Coach Classroom Teachers	Analysis of student performance data.	Student performance data Edusoft FAIR FCAT Easy CBM
			4a.2. Children are unprepared for high stakes assessments due to learning and experiential gaps.	4a.2. Implement programs to assist in student organization and enhance student engagement resulting in closing achievement gaps.  Safari Montage Thinking Maps Destination College  Provide professional development as needed.	4a.2. Leadership Team Classroom Teachers	4a.2. Monitor student assessments and progress  Evaluate staff developments	4a.2. Edusoft Benchmark and Mini Benchmark Tests  FAIR FCAT Staff Development Evaluations

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			Increase exposure and usages to non-fiction texts to teach reading strategies.					
		4a.3	4a.3.	4a.3.	4a.3.		4a.3.	
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> SWD: 47.4% Gap ELL: 10.6% Gap FRL: 13.1% Gap W/B: 3.6% Gap W/H: 8.7% Gap W/O: -12.0% Gap	SWD:36% ELL: 20% FRL: 30% W/B: 2% W/H: 18% W/O: 20%	SWD: 32 % ELL: 15% FRL: 19% W/B: 1% W/H: 7% W/O: 15%	SWD: 28% ELL: 10% FRL: 12% W/B: 0% W/H: 10% W/O: 10%	SWD: 25% ELL: 5% FRL: 8% W/B: 0% W/H: 5% W/O: 5%	SWD: 22% ELL: 4% FRL: 7% W/B: 0% W/H: 4% W/O: 3%	SWD: 19% ELL: 3% FRL: 6% W/B: 0% W/H: 3% W/O: 0%	

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<p><u>Reading Goal #5A:</u> By June 30, 2016, we will decrease our Achievement Gap in Reading for Each Identified Subgroup by at least 50%.</p>							
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>			5B.1. Students lack background knowledge which decreases their understanding of concepts being taught.	5B.1. Teachers will use educational technology such as Safari Montage to build background knowledge	5B.1. Classroom Teachers Leadership Team	5B.1. Classroom Walkthroughs by administrators Lesson plan checks	5B.1. Curriculum Assessments, Benchmark Assessments Reading Series Assessments
<p><u>Reading Goal #5B:</u> On the 2013 Reading FCAT we will reduce the percentage of students not making satisfactory progress to:  White: 31% Black: 33% Hispanic: 47% Asian : 27% Am Indian: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>White:35% Black:37 Hispanic 53% Asian: 30% American Indian: NA</p>	<p>White: 31% Black:33% Hispanic: 47% Asian: 27% American Indian: NA</p>					
			5B.2. Students lack of sufficient language/vocabulary skills	5B.2. Teachers will use small group differentiated instruction  Students will be offered before and/or after school tutoring	5B.2 Classroom Teachers Leadership Team.	5B.2. Classroom walk-throughs by administrators Lesson plan checks	5B.2. Imagine it or Open Court Reading Assessments Benchmark/Mini Benchmark Assessments FAIR FCAT
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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		Students need more opportunities for independent and collaborative practice at rigorous learning centers.	Teachers will differentiate learning centers. Each center will have an activity that supports the overall objective for the week	Classroom Teachers Leadership Team	Classroom walk-throughs by administrators Lesson Plan checks	Imagine it! And Open Court Reading Assessments Benchmark/Mini Benchmark Assessments FAIR
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Reading Goal #5C:</b>  On the 2013 Reading FCAT 50% (45/90) of students in grades 3-5 will score at or above proficiency	<b>2012 Current Level of Performance:*</b>  In grades 3-5, 40% (34/84) of ELL students scored at or above proficiency on the Reading FCAT in 2012.	Student learning deficiency based on language acquisition	Classroom teachers use Imagine It!/Open Court ELL instructional strategies to support student learning.  Staff development is provided to support teacher understanding and implementation of research-based instructional practices in the classroom.	Leadership Team Reading Coach CRT Classroom Teachers	PLC group meetings focusing on the learning progress of ELL learners.  Data chats with students to provide the opportunity to assess students through verbal interaction.	Imaging It!/Open Court weekly and mini assessments  District Edusoft Benchmarks 1 & 2 FAIR Assessment Data Data chats with students
	<b>2013 Expected Level of Performance:*</b>  In grades 3-5, 50% (45/90) of ELL students will score at or above proficiency on the Reading FCAT in 2013.					
		5C.2. Students who are working towards language acquisition often require additional instructional time in reading.	5C.2. Before and after school intensive reading tutoring. Additional reading instruction is provided to improve and support student reading skills and strategies using RtI to identify deficiencies and prescribe intervention.  Tutoring sessions are 2 days a week for 1 hour after school and 5 days a week for 40 minutes before school beginning in October.  The importance of attending	5C.2. Leadership team Reading Coach Classroom Teachers	5C.2. Analysis of student performance data.	5C.2. Student performance data Edusoft FAIR FCAT Easy CBM

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			these sessions will be stressed to the parents as well as the students.			
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. Lack of background knowledge for grade level curriculum	5D.1. Use technology (Safari Montage) in the classroom to provide background knowledge and discussion on unfamiliar topics	5D.1. Leadership Team Classroom Teacher Reading Coach	5D.1. Classroom walk-throughs by administration Lesson Plan Review Analysis of Student data	5D.1. Imagine It!/Open Court weekly and mini assessments District Edusoft Benchmark and mini benchmark assessments FAIR data Student performance data	
<b>Reading Goal #5D:</b> In grades 3-5, 31 % of SWD students will score at or above proficiency (level 3, 4, or 5) on the Reading FCAT in 2013.	<b>2012 Current Level of Performance:*</b> In grades 3-5, 23% (9/39) of SWD students scored at or above proficiency on the Reading FCAT in 2012.	<b>2013 Expected Level of Performance:*</b> In grades 3-5, 31% of SWD students will score at or above proficiency (level 3, 4, or 5) on the Reading FCAT in 2013.				
		5D.2. Difficulties due to specific disability(easily distracted, behavioral issues, lack of grade level knowledge)	5D.2. Differentiated instruction Tutoring Small group instruction RtI meetings	5D.2. Leadership Team Classroom Teacher Reading Coach	5D.2. Classroom walk-throughs by administration Lesson Plan Review Analysis of Student data Continuous Progress Monitoring	5D.2. Imagine It!/Open Court weekly and mini assessments District Edusoft Benchmark and mini benchmark assessments FAIR data Student performance data meetings RtI meetings
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5E. Economically Disadvantaged students not making satisfactory progress in</b>	5E.1. Lack of reading	5E.1. Maintain a school-wide	5E.1. Leadership Team	5E.1. Classroom walk through by administration	5E.1. Student performance data	

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<b>reading.</b>			strategies	reading intervention/enrichment plan where students are placed into intervention/enrichment groups and carefully monitored.	Reading Coach Classroom teacher	Lesson Plan reviews Analysis of student data	Edusoft FAIR FCAT	
<b>Reading Goal #5E:</b> In grades 3-5, 54% of Economically Disadvantaged Students will score at or above proficiency (level 3, 4, or 5) on the Reading FCAT in 2013.	<b>2012 Current Level of Performance:</b> In grades 3-5, 49% (128/259) of Economically Disadvantaged students scored at or above proficiency on the Reading FCAT in 2012.	<b>2013 Expected Level of Performance:*</b> In grades 3-5, 54% of Econ. Disadvantaged Students will score at or above proficiency (level 3, 4, or 5) on the Reading FCAT in 2013.		Maintain a school based Progress Monitoring Committee to monitor the progress of all students in reading based on formative assessments and/or students under an RtI plan.  Establish/maintain fixed Tier 3 time slots for each grade level to provide additional targeted interventions /enrichments for students who are not making learning gains or who are above grade level.				
				5E.2. Lack of parental support at home	5E.2. Provide literacy nights so parents may learn how to help their children.	5E.2. Leadership Team Media Specialist Reading Coach	5E.2. Observation by administration	5E.2. Student performance data Edusoft FAIR FCAT
				5E.3	5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Core Curriculum (Open Court/Imagine It)	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team
MTSS (RtI)	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team

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Thinking Maps	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team
Safari Montage	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team
iPad Training	School Wide	Leadership Team	School Wide	On-going	Classroom visits, Road Rally	Leadership Team
Doceri Training	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan review, and grade level meetings	Leadership Team

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Early Interventions in Reading (EIR)	Purchase materials to enhance prescriptive intervention resources	General	\$2000
Time For Kids	Purchase Materials to provide increased exposure to non-fiction genre.	General	\$3000
Florida Ready	Purchase materials to enhance prescriptive intervention resources.	General	\$2000
<b>Subtotal: \$7000</b>			
			Technology
Strategy			Description
iPads with Apps	Purchase materials to enhance instructional practices and organization	General	\$20,000
Accelerated Reader Enterprise	Enhance home/school reading relationship to encourage and celebrate student literacy.	General	\$4000
Imagination Station (iStation)	Provide computer-based instruction at individual student level and provide teachers with tool for progress monitoring and targeted intervention.	General	\$6500



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<b>Subtotal: \$30, 500</b>				
Professional Development				
Strategy				Description
CCSS	District Black belt training	General		\$0
Thinking Maps	Train the Trainer professional development provided by LLT	General		\$0
<b>Subtotal: \$0</b>				
Other				
Strategy				Description
<b>Subtotal:</b>				<b>Total: \$37, 500</b>

*End of Reading Goals*

**Comprehensive English Language Learning Assessment (CELLA) Goals**

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in Listening/Speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>CELLA Goal #1:</b>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>	Student deficiency in language acquisition based on lack of immersion in the English language	Before and after school intensive reading tutoring. Additional reading instruction is provided to improve and support student reading skills and strategies using RtI to identify deficiencies and prescribe intervention. Tutoring sessions are 2 days a week for 1 hour after school and 5 days a week for 40 minutes before school beginning in October	Leadership Team Reading Coach Classroom Teacher	PLC group meetings focusing on the learning progress of ELL learners  Data chats with students to provide the opportunity to assess students through verbal interaction.	Imagine It!/Open Court weekly and mini assessments  District Edusoft Benchmarks 1 & 2 FAIR FCAT CELLA
In grades K-5, 65% of ELL students will score at or above proficiency on the Listening/Speaking portion of CELLA in 2013.	In grades K-5, 58% (89 of 153) of ELL students scored at or above proficiency on the Listening/Speaking portion of CELLA in 2012.  K- 28% 1-60% 2-96% 3-20% 4-76%					

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	5-58%					
		1.2. Children are unprepared for CELLA assessment due to learning and experiential gaps.	1.2. Maintain a school-wide reading intervention/enrichment plan where students are placed into intervention/enrichment groups and carefully monitored.  Maintain a school based Progress Monitoring Committee to monitor the progress of all students in reading based on formative assessments and/or students under an RtI plan.  Establish/maintain fixed Tier 3 time slots for each grade level to provide additional targeted interventions /enrichments for students who are not making learning gains or who are above grade level.	1.2. Leadership Team  Reading Coach  Classroom Teacher	1.2. PLC group meetings focusing on the learning progress of ELL learners  Data chats with students to provide the opportunity to assess students through verbal interaction.  Classroom walk-throughs by administration  Review of Lesson Plans	1.2. Imagine It!/Open Court weekly and mini assessments  District Edusoft Benchmark and mini benchmark assessments  FAIR data  Student performance data meetings  RtI meetings  FCAT  CELLA
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in Reading.</b>		2.1.	2.1. Before and after school intensive reading tutoring. Additional reading instruction is provided to improve and support student reading skills and strategies using RtI to identify deficiencies and prescribe intervention.  Tutoring sessions are 2 days a week for 1 hour after school and 5 days a week for 40 minutes before school beginning in October.  The importance of attending these sessions will be stressed to the parents as well as the students.	2.1. Leadership Team  Reading Coach  Classroom Teacher	2.1. Analysis of student performance data	2.1. Imagine It!/Open Court weekly Reading assessments  FAIR  Edusoft  FCAT  CELLA
<b>CELLA Goal #2:</b>  In grades K-5, 50% of our ELL students will score at or above proficiency on the Reading portion of CELLA in 2013.	<u>2012 Current Percent of Students Proficient in Reading :</u>  In grades K-5, 31% (48 of 153) of ELL students scored at or above proficiency on the Reading portion of CELLA in 2012.  K-0% 1-38% 2-67% 3-20% 4-19% 5-37%	Students who are working towards language acquisition often require additional instructional time in reading.				
		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
<b>3. Students scoring proficient in Writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #3:</b> In grades K-5, 45% of ELL students will score at or above proficiency on the Writing portion of CELLA in 2013.	<b>2012 Current Percent of Students Proficient in Writing :</b> In grades K-5, 31% (48 of 153) of ELL students scored at or above proficiency on the Writing portion of CELLA in 2012.  K-0% 1-24% 2-63% 3-0% 4-57% 5-47%	Students who are working toward being literate in another language often require additional instructional time in reading/writing/lang. arts	Small group instruction in class  Before/After school tutoring  Multi -tiered interventions in class  Extra time for writing  Use of dictionary to help with translations and spelling	Leadership Team  Classroom teacher  Reading Coach	Analysis of student performance data  Lesson Plan reviews  Classroom observations by administration  Continuous progress monitoring	Imagine It!/Open Court weekly Reading assessments  FAIR  Edusoft  FCAT  CELLA
		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
Maintain use of Thinking Maps	Thinking maps and training materials	General	\$0
ELL Tutoring	Instructional materials	Title I	\$0
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Safari Montage		General	Listed above
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training on use of Thinking Maps	Training by in school personnel/instructional coaches	General	\$0
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0</b>

*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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Teachers not proficient in providing differentiated instruction with the Envision Math Program	1a.1. Provide training and resources for Envision Math Program  Address math progress monitoring for K-3 in action plan	1a.1. Leadership Team  Classroom Teachers	1a.1. Monitor student assessment  Assess staff development	1a.1. FCAT  Edusoft Benchmark Assessments  Classroom assessments  Staff Development assessments  Progress monitoring tools (i.e., common assessments, unit/chapter test)
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 Math FCAT, 30% of students in grades 3-5 will achieve proficiency (level 3)	On the 2012 FCAT Math, 27%(88/326) of students in grades 3-5 achieved proficiency(level 3)	On the 2013 FCAT Math, 30% of students in grades 3-5 will achieve proficiency(level 3)					
			1a.2. Some students lack proficiency in basic math operations	1a.2. Use computer programs (Fast Math) and tutoring to help children learn basic math facts and operations.	1a.2. Leadership Team  Math Specialists	1a.2. Continuously monitor student progress	1a.2. Edusoft Benchmark Assessments  Envision Unit tests and lesson reviews FCAT Fast Math Management
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1. Lack of time and resources to effectively differentiate instruction for above average students.	2a.1. Implement enrichment portion of Envision Math Program	2a.1. Leadership Team  Enrichment Teacher  Classroom Teacher	2a.1. Monitor student assessment and progress.  Classroom observations by administrators  Lesson plan reviews	2a.1. FCAT  Edusoft Benchmark Tests  Envision Assessments
<u>Mathematics Goal</u> #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 Math FCAT, 35% of students in grades 3-5 will score above proficiency (level 4 or 5).	On the 2012 Math FCAT, 31%(101/326) of students in grades 3-5 scored above proficiency(level 4 or 5)	On the 2013 Math FCAT, 35% of students in grades 3-5 will score above proficiency (level 4 or 5).					
			2a.2. Teachers not proficient with the Envision Math Program	2a.2. Provide training and resources for Envision Math Program	2a.2. Leadership Team  Math Specialist  Classroom Teachers	2a.2. Monitor student assessment  Assess staff development	2a.2. FCAT Edusoft Benchmark Tests Envision Assessments
			2a.3.	2a.3.	2a.3.	2a.3.	2a.3.
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
<u>Mathematics Goal</u> #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3a.1. Coordinating the OCPS pacing guide with the Envision Math series	3a.1. Grade level meetings to organize Envision units with the OCPS pacing guide	3a.1. Leadership Team  Grade level math leaders	3a.1. Monitor Lesson Plans  Evaluate Staff Developments	3a.1. Lesson Plans Staff Development Evaluation forms
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 Math FCAT, 76% of students in grades 3-5 will make learning gains.	On the 2012 Math FCAT, 73% (238/326) of students in grades 3-5 made learning gains	On the 2013 Math FCAT, 76% of students in grades 3-5 will make learning gains.					
			3a.2. Struggling students require extra support and assistance.	3a.2. Target students in all grades who are struggling and provide tutoring or small group instruction.	3a.2. Leadership Team  Classroom Teachers	3a.2. Continuous student progress monitoring	3a.2. Envision Assessments  Edusoft Benchmark Tests and mini assessments.  FCAT
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4a.1. Struggling students lack the background knowledge and real-world experiences needed to succeed and require extra support and assistance.	4a.1. Struggling students will participate in small group instruction/tutoring.	4a.1. Leadership Team Classroom Teachers	4a.1. Continuous student progress monitoring	4a.1. Envision Math Assessments Edusoft Benchmark tests FCAT
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, 65% of students in the lowest 25% will make learning gains on the 2013 Math FCAT.	On the 2012 Math FCAT, 52% (170/326) of students in the lowest 25% in grades 3-5 made learning gains	In grades 3-5, 65% of students in the lowest 25% will make learning gains on the 2013 Math FCAT.					
			4a.2. Materials/programs available for progress monitoring of individual students are limited.	4a.2. PLC data meetings will focus on progress monitoring and individual student progress.	4a.2. Leadership Team Classroom Teachers	4a.2. Ongoing/Continuous progress monitoring.	4a.2. Envision Assessments Edusoft Benchmark Assessments FCAT
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4b.2	4b.2.	4b.2.	4b.2.	4b.2.



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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.															
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> SWD: 33.2% ELL: 4.7% FRL: 11.8% W/B: 3.6% W/H: 0.1% W/O: -2.0%	<b>SWD: 27.9%</b> <b>ELL: 15.0%</b> <b>FRL: 31.8%</b> <b>W/B: 9.1%</b> <b>W/H: 15.6%</b> <b>W/O: 20.4%</b>	<b>SWD: 24%</b> <b>ELL: 13%</b> <b>FRL: 25%</b> <b>W/B: 8%</b> <b>W/H: 13%</b> <b>W/O: 18%</b>	<b>SWD: 21%</b> <b>ELL: 11%</b> <b>FRL: 18%</b> <b>W/B: 7%</b> <b>W/H: 11%</b> <b>W/O: 16%</b>	<b>SWD: 18%</b> <b>ELL: 9%</b> <b>FRL: 10%</b> <b>W/B: 5%</b> <b>W/H: 9%</b> <b>W/O: 13%</b>	<b>SWD: 16%</b> <b>ELL: 8%</b> <b>FRL: 9%</b> <b>W/B: 4%</b> <b>W/H: 8%</b> <b>W/O: 10%</b>	<b>SWD: 14%</b> <b>ELL: 7%</b> <b>FRL: 8%</b> <b>W/B: 2%</b> <b>W/H: 7%</b> <b>W/O: 8%</b>														
	Mathematics Goal #5A:  By June 30, 2016, we will decrease our Achievement Gap in Math for Each Identified Subgroup by at least 10%																				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool															
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.  Teachers will use educational technology such as Safari Montage to build background knowledge.	5B.1.  Classroom Teachers  Leadership Team	5B.1.  Classroom Walk-throughs by administrators  Lesson plan checks	5B.1.  Benchmark Assessments  Envision Assessments  FCAT															
<b>Mathematics Goal #5B:</b>  On the 2013 Math FCAT we will reduce the number of students not making satisfactory progress to:  White: 32% Black: 38% Hispanic: 45% Asian: 9% Am. Indian: 50%	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>The percentages listed scored a level 1 or 2 on the 2012 Math FCAT</td> <td>On the 2013 Math FCAT we will reduce the number of students not making satisfactory progress to the following percentages:</td> </tr> <tr> <td>White: 35% (33/94)</td> <td>White: 32%</td> </tr> <tr> <td>Black: 44% (19/43)</td> <td>Black: 38%</td> </tr> <tr> <td>Hispanic: 51% (77/152)</td> <td>Hispanic: 45%</td> </tr> <tr> <td>Asian: 11% (3/27)</td> <td>Asian: 9%</td> </tr> <tr> <td>American</td> <td>American Indian 50%</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	The percentages listed scored a level 1 or 2 on the 2012 Math FCAT	On the 2013 Math FCAT we will reduce the number of students not making satisfactory progress to the following percentages:	White: 35% (33/94)	White: 32%	Black: 44% (19/43)	Black: 38%	Hispanic: 51% (77/152)	Hispanic: 45%	Asian: 11% (3/27)	Asian: 9%	American	American Indian 50%		Students lack background knowledge which decreases their understanding of concepts being taught.				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																				
The percentages listed scored a level 1 or 2 on the 2012 Math FCAT	On the 2013 Math FCAT we will reduce the number of students not making satisfactory progress to the following percentages:																				
White: 35% (33/94)	White: 32%																				
Black: 44% (19/43)	Black: 38%																				
Hispanic: 51% (77/152)	Hispanic: 45%																				
Asian: 11% (3/27)	Asian: 9%																				
American	American Indian 50%																				

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	Indian: 100% (1/1)						
			5B.2. Materials/programs available for progress monitoring of individual students are limited	5B.2. PLC data meetings will focus on progress monitoring and individual student progress.	5B.2. Leadership Team  Classroom Teachers	5B.2. Ongoing/Continuous progress monitoring	5B.2. Envision Assessments  Edusoft Benchmark  FCAT
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal</b> <b>#5C:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Students lack background knowledge which decreases their understanding of concepts being taught.	Teachers will use educational technology such as Safari Montage to build background knowledge.	Classroom teachers  Leadership Team	5C.1. Continuous Progress Monitoring  Classroom Walk-through by administration  Lesson Plan reviews	5C.1. Benchmark Assessments  FCAT  Envision Assessments
On the 2013 Math FCAT, we will reduce the number of ELL students scoring a Level 1 or 2 to 45%	On the 2012 Math FCAT, 49% (41/84) of ELL students in grades 3-5 did not make satisfactory progress in math (scored level 1 or 2)	On the 2013 Math FCAT, we will reduce the number of ELL students scoring a Level 1 or 2 to 45%					
			5C.2. Lack of basic mathematic skills, operations, and strategies	5C.2. Use computer programs (Fast Math) and tutoring to help children learn basic math facts and operations.	5C.2. Classroom Teacher Leadership Team Math Specialist	5C.2. Continuously monitor student progress	5C.2. Envision Assessments Benchmark Assessments FCAT
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Mathematics Goal #5D:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Students lack background knowledge which decreases their understanding of concepts being taught.	Teachers will use educational technology such as Safari Montage to build background knowledge.	Classroom Teachers Leadership Team Instructional Coaches	Continuous Progress Monitoring Classroom Walk-Throughs by Administration Lesson Plan Reviews	Envision Assessments Benchmark /Mini Benchmark Assessments FCAT
On the 2013 Math FCAT, we will reduce the number of SWD students in grades 3-5 not making satisfactory progress(level 1 or 2) to 64%	On the 2012 Math FCAT, 69%((27/39) of SWD students in grades 3-5 did not make satisfactory progress in math (scored a level 1 or 2)	On the 2013 Math FCAT, we will reduce the number of SWD students in grades 3-5 not making satisfactory progress(level 1 or 2) to 64%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			Lack of basic mathematic skills, operations, and strategies	Use computer programs (Fast Math) and tutoring to help children learn basic math facts and operations.	Classroom Teacher Leadership Team Math Specialist	Continuously monitor student progress	Envision Assessments Benchmark Assessments FCAT
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal #5E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Lack of mathematics strategies and skills	Identify students who are struggling  Utilize Fast Math and Envision Math series to reinforce math skills  Utilize resources available through Envision math to provide interventions for those	Classroom Teachers Leadership Team	Continuous progress monitoring Grade level data meetings Teacher Observation Classroom assessments	Computer generated reports for Fast Math Benchmark Assessments FCAT Envision assessments
On the 2013 Math FCAT, we will reduce the number of FRL students in grades 3-5 not making satisfactory	On the 2012 Math FCAT, 49% (126/256) of FRL students in grades 3-5 did not make	On the 2013 Math FCAT, we will reduce the number of FRL students in grades 3-5 not					

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progress(level 1 or 2) to 45%	satisfactory progress in math (scored level 1 or 2)	making satisfactory progress(level 1 or 2) to 45%		Small group work			
				Differentiated Instruction			
			5E.2. Understanding how to differentiate instruction for the Envision Math Program	5E.2 Training by school based curriculum coach  Observing teacher accomplished in differentiated instruction	5E.2. Leadership Team  Instructional Coach	5E.2. Class walk-throughs by administrative team  Review of Lesson Plans	5E.2. Envision assessments  Benchmark Assessments  FCAT
			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)).

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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

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

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NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u>							
NA							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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

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

*End of Middle School Mathematics Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.

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<b>Mathematics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Mathematics Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4.1.	4b.1.	4b.1.	4b.1.	4b.1.

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<b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

**Algebra End-of-Course (EOC) Goals**

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Algebra Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
Algebra Goal #3A:  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Algebra Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this</i>							

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

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

*End of Algebra EOC Goals*



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**Geometry End-of-Course Goals**

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

<b>Geometry EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Geometry Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Geometry Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<b>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
<b>Geometry Goal #3B:</b>  <i>Enter narrative for the goal in this</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

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

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

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Supplemental materials for Envision	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team
MTSS (Rtl)	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team
Thinking Maps	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team
Safari Montage	School Wide	Leadership Team	School Wide	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team

**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
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Safari Montage	Materials to enhance instructional practices and organization	Title I	Listed above
VMath Live	Purchase Software to enhance and extend student experiences in math beyond the classroom	General	\$3500
			<b>Subtotal: \$3500</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Use of supplemental materials for	Training done by school-based instructional	General	\$0

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Envision	coach		
Safari Montage	Training done by school-based instructional coach	General	\$0
Thinking Maps	Training done by school-based instructional coach	General	\$0
			<b>Subtotal: \$0</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
			<b>Total: \$3500</b>

*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 next to the percentage (e.g. 70% (35)).

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Students lack exposure to non-fiction text			Introduce more non-fiction text across the curriculum.	Classroom Teachers LLT	Inquiry based instructional methods including projects and labs	Edusoft Science FCAT Classroom Assessments	
<b>Science Goal #1a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 science FCAT, 39% of 5 <sup>th</sup> grade students will score a level 3	On the 2012 science FCAT, 36% (43/120) of 5 <sup>th</sup> grade students scored a level 3	On the 2013 science FCAT, 39% of 5 <sup>th</sup> grade students will score a level 3					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			Availability of resources and materials to ensure student understanding	Utilize Safari Montage to build background knowledge of concepts as they relate to the standards  Incorporate Thinking Maps as a way for students to process information presented in non-fiction text.	Classroom Teachers LLT	Inquiry based instructional methods including projects and labs  Science Fair	Edusoft Science FCAT Classroom Assessments
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<b>Science Goal #1b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Science Goal #2a:  On the 2013 science FCAT, 15% of 5 <sup>th</sup> grade students will score a level 4 or 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited student exposure to highly technical, scientific problem-solving and processes	Create Science Olympiad team for students to explore science outside of the school day.  Tie science to literacy night activities.	Classroom Teachers  Principal  CRT	Literacy night  Science Olympiad Club	Edusoft Science  FCAT  Classroom assessments
	On the 2012 science FCAT, 11% (13/120) of 5 <sup>th</sup> grade students scored a level 4 or 5.	On the 2013 science FCAT, 15% of 5 <sup>th</sup> grade students will score a level 4 or 5.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3.	2a.3.	2a.3.	2a.3.	2a.3.
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Science Goal #2b:  NA	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.



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		2b.3	2b.3	2b.3	2b.3	2b.3
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*End of Elementary and Middle School Science Goals*

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> 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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					

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			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

*End of Florida Alternate Assessment High School Science Goals*

**Biology End-of-Course (EOC) Goals**

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

<b>Biology EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

*End of Biology EOC Goals*

**Science Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Safari Montage	Purchase materials to enhance instructional practices and organization	Title I	Listed above
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Safari Montage	Training by school-based instructional coach	General	\$0
Thinking Maps	Training by school-based instructional coach	General	\$0

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<b>Subtotal: \$0</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Time For Kids	Purchase Materials to provide increased exposure to non-fiction genre.	General	Listed above
<b>Subtotal:</b>			
<b>Total: \$0</b>			

*End of Science Goals*

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1. Limited exposure to technical writing processes in the lower grades.	1a.1. Provide professional development in Write from the Beginning and Beyond	1a.1. Classroom teachers LLT	1a.1. Monitor student assessment Assess staff development	1a.1. Write Score School-wide writing prompts 4 <sup>th</sup> grade writing camps
<b>Writing Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
On the 2013 Writing FCAT, 90% of the 4 <sup>th</sup> grade students will score a level 3.0 and higher.	On the 2012 Writing FCAT, 88% (91/104) of the 4 <sup>th</sup> grade students scored a level 3.0 and higher.	On the 2013 Writing FCAT, 90% of the 4 <sup>th</sup> grade students will score a level 3.0 and higher.					
			1a.2. Inconsistent use of proper grammar and conventions.	1a.2. Implement school-wide writing plan to build on progression of skills from year to year	1a.2. Classroom teachers LLT	1a.2. Monitor student assessment Assess staff development	1a.2. Write Score School-wide writing prompts 4 <sup>th</sup> grade writing camps
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<b>Writing Goal #1b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					

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NA	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Changes in Writing standards and scoring	1-4	LLT	Classroom Teachers	On-going	Classroom visits, lesson plan reviews, and grade level meetings	Leadership Team

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning and Beyond	Writing program teacher binders	General	\$3500
Student Consumable Materials	Copies and workbooks	General	\$1000

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Write Score Writing	Assessment and scoring	General	\$1800
<b>Subtotal: \$2800</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning and Beyond	Training	General	\$1000
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$7300</b>			

*End of Writing Goals*

**Civics End-of-Course (EOC) Goals**

\* 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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**Civics Professional Development**

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

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

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

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Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Civics Goals*

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

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

<b>U.S. History EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>U.S. History Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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



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	<i>this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>U.S. History Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**U.S. History Professional Development**

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

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

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

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			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

**Attendance Goal(s)**

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

Attendance 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

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<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Attendance Goal #1:</b> In 2013, Riverdale will reduce the percentage of students who are absent or tardy 10 or more days by 3%.	<u>2012 Current Attendance Rate:*</u> Riverdale attained a 95% attendance rate in 2012 as indicated on district reports	<u>2013 Expected Attendance Rate:*</u> Riverdale will attain a 96% attendance rate in 2012 as indicated on district reports.	Morning traffic pattern during drop off created an environment where excessive traffic backed up in the morning during arrival, causing students to arrive to class late.	Continue to encourage parents to drop off at the far end of the school to allow for more cars to unload at one time	Leadership Team	Needs Assessment Survey	Needs Assessment Survey  District Tardy Data (EDW)
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	In 2012 Riverdale had 37% (249/ 681) students who were absent 10 or more days.	In 2013, Riverdale will reduce the percentage of students absent 10 or more days by 3%.					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	In 2012, Riverdale had 17%(116/681) students who were tardy 10 or more days	In 2013, Riverdale will reduce the percentage of students tardy 10 or more days by 3%.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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


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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
			<b>Total: \$0</b>

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>
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Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>1. Suspension</b>			1.1.	1.1.	1.1.	1.1.	1.1.					
<p><b>Suspension Goal #1:</b></p> <p>Many major student behavior incidents can be avoided with frequent and continuous parent school communication. In 2012-2013 we will reduce the number of out-of-school suspensions by 5%(2).</p>	<p><u>2012 Total Number of In -School Suspensions</u></p> <p>In the 2011-2012 school year, Riverdale had zero (0) In-School Suspensions</p>	<p><u>2013 Expected Number of In- School Suspensions</u></p> <p>In the 2012-2013 school year, we will expect there to be zero (0) In-School suspensions.</p>	<p>Maintaining working contact numbers for our students.</p>	<p>School will cross reference numbers given to teachers and the office staff. Classroom teacher will have emergency information cards completed by parents with current contact information.</p>	<p>Registrar Front Office Clerk Classroom Teacher</p>	<p>We will track the number of students that do not have working numbers. We will send letters home in student planners to try to obtain working numbers when none are found.</p>	<p>SMS Emergency Information Cards</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p> <p>Same as above</p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p> <p>Same as above</p>										
	<p><u>2012 Number of Out-of-School Suspensions</u></p> <p>In the 2011-2012 school year, Riverdale Elementary had 34 Out-of-School Suspensions</p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p> <p>In the 2012-2013 school year, we expect there to be less than 34 out-of-school suspensions.</p>										
	<p><u>2012 Total Number of Students Suspended Out- of- School</u></p> <p>In the 2011-2012 school year, Riverdale Elementary had 20 students receiving out-of- school suspensions.</p>	<p><u>2013 Expected Number of Students Suspended Out- of-School</u></p> <p>In the 2012-2013 school year, we expect there to be less than 20 students receiving Out-of-School Suspension.</p>										
								1.2.	1.2.	1.2.	1.2.	1.2.
								<p>Implement school –wide discipline plan to establish consistent behavior expectations.</p>	<p>Review expectations with staff</p> <p>Use posters throughout campus to remind students of expectations.</p> <p>Creation of Code of Conduct power point to be reviewed quarterly</p>	<p>Dean Principal Classroom teachers</p>	<p>Quarterly review of suspension data</p>	<p>Referral data SMS reports</p>

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		1.3.	1.3.	1.3.	1.3.	1.3.
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**Suspension Professional Development**

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

**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
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>

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**Total: \$0**

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>		<b>Problem-solving Process to Dropout Prevention</b>				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b> Dropout Prevention Goal #1: <u>N/A</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1. Low performing students that enroll late in the school year.	1.1. Early identification of struggling and low performing students.  Florida Ready intervention program.  EIR (Early Interventions in Reading) Program	1.1. Principal  Dean  CRT  Reading Coach  Classroom Teachers	1.1. Imagination Station  DRA  STAR Reading Assessment  FAIR  Benchmark Assessments	1.1. FAIR  Easy CBM  Edusoft Reading Benchmark Assessments
99% of all Riverdale Elementary students will be promoted in 2013.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	In 2012, 2% of all students were retained at Riverdale Elementary	By June 2013, at least 99% of all students at Riverdale Elementary will be promoted.				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	NA	NA				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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

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**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
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
			<b>Total: \$0</b>

*End of Dropout Prevention Goal(s)*



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**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
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Student telephone numbers not valid or constantly changing.	1.1. Quarterly student update forms distributed by classroom teachers.  Analyze Connect Orange delivery reports to identify and correct parent contact data.	1.1. Registrar  Principal  Classroom Teachers	1.1. School Messenger Reports	1.1. Needs Assessment Survey
In 2013, an estimated 79% of families will participate in Celebration of Learning conferences.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	In 2012, an estimated 77% (501/650) of families participated in Celebration of Learning conferences.	In 2013, an estimated 79% of families will participate in Celebration of Learning conferences.					
			1.2. Parent work schedules present a barrier to parents attending school functions	1.2. To increase parent involvement to offer school events on various days and times. Also provide advanced notification of all school sponsored events.	1.2. Principal Classroom Teachers	1.2. Planner  Connect Orange  Flyers	1.2. Needs Assessment Survey
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
NA						

**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
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent/community involvement events (Open House, Celebration of Learning Conferences, FCAT nights, Arts in April, Winter Chorus Concert, School Musical, Science Fair)	Events that tie community, parents, students, and curriculum.	Title I	\$3000
			<b>Subtotal:</b>
			<b>Total: \$3000</b>

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>STEM Goal #1:</b>  Increase the percentage of students participating in STEM Clubs and Challenges	1.1.  Lack of background knowledge and understanding of STEM classes	1.1.  Have students participate in VMath Live to increase the level of interest in the math curriculum  Science Olympiad Club – to prepare team for competition	1.1.  Leadership Team  Classroom Teachers  Science Olympiad Sponsors	1.1.  Increase the number of students getting involved in the clubs.  Improved scores on Math and Science FCAT	1.1.  Math FCAT  Science FCAT  Scores in VMath Live Competition  Science Olympiad competition ranking
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
V Math Live Training	K-5	School-based instructional coach	K-5 Teachers	On-going	Team meetings/data meetings	Leadership Team Instructional coaches

**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
Science Olympiad	Materials for experiments	General	\$500
			<b>Subtotal: \$500</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
VMath Live	Computer program to involve children in math competitions	Listed above	Listed above
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			

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Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$500</b>

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

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

CTE Goal(s) Based on the analysis of school data, identify and define areas in need of improvement:	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1:  NA	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**

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

**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
NA			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Other			

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Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CTE Goal(s)*

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			<b>1.1.</b>	<b>1.1.</b>	<b>1.1.</b>	<b>1.1.</b>	<b>1.1.</b>
<b><u>Additional Goal #1:</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>					
<b>All students will Read independently by age nine</b>	<b>Current Level :*</b>	<b>Expected Level :*</b>					
<b>(Reference Reading goals 1, 3, 4, and 5 above)</b>	<b>60% of all students scored at a level 3 or above on FCAT in Reading</b>	<b>65% of all students will score at a level 3 or above on FCAT in Reading</b>					
			<b>1.2.</b>	<b>1.2.</b>	<b>1.2.</b>	<b>1.2.</b>	<b>1.2.</b>
			<b>1.3.</b>	<b>1.3.</b>	<b>1.3.</b>	<b>1.3.</b>	<b>1.3.</b>

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<b>2. Additional Goal</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Additional Goal #2:</b> All students will become Fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade.  (Reference Math goals 1, 3, 4, and 5 above)	<u>2012</u> <u>Current</u> <u>Level :*</u>	<u>2013</u> <u>Expected</u> <u>Level :*</u>					
	60% of all students scored at a level 3 or above on FCAT in Math	65% of all students will score at a level 3 or above on FCAT in Math					
			2.2.	2.2.	2.2.	2.2.	2.2.
<b>3. Additional Goal</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Additional Goal #3:</b> All students will be proficient in FCAT mathematics, reading, science and writing and all students will demonstrate learning gains in reading and math.  (Reference Reading goals 1, 2, 3, 4, 5; Math goals 1, 2, 3, 4, 5; Science goals 1, 2; Writing Goals 1)	<u>2012</u> <u>Current</u> <u>Level :*</u>	<u>2013</u> <u>Expected</u> <u>Level :*</u>					
	HP on FCAT Reading 60% Math 60% Writing 88% Science 50%  LG on FCAT Reading 71% Math 73%	HP on FCAT Reading 65% Math 65% Writing 90% Science 55%  LG on FCAT Reading 74% Math 76%					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.



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<b>4. Additional Goal</b>			4.1.	4.1.	4.1.	4.1.	4.1.
Additional Goal #4: Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities)	2012 Current Level :*	2013 Expected Level :*	Available training and support levels necessary to meet the needs of the teachers and students.	Continued training and support at levels necessary to meet the needs of the teachers and students.  Classroom Discussions Implementing Cornell Notes in grades 3-5 Celebrate National College Colors Day College Themed Classroom and Hallway Decorations	Margaret Ragley  Leadership Team  Classroom Teachers	Classroom observations	Teacher surveys  School Binder
	In 2012, Destination College was implemented in 100% of our intermediate (3-5) classrooms	By June of 2013, 100% of our intermediate classrooms will use destination college with fidelity.					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
<b>5. Additional Goal</b>			5.1.	5.1.	5.1.	5.1.	5.1.
Additional Goal #5: Maintain High Fine Arts Enrollment Percentage	2012 Current Level :*	2013 Expected Level :*	Funding for fine arts programs	Provide school funds to hire teachers and supplies to maintain Fine Arts programs	Principal  Dean  Registrar  Bookkeeper	Classroom observations	Enrollment Reports
	100% of students are enrolled in Fine Arts	100% of students are enrolled in Fine Arts					
			5.2.	5.2.	5.2.	5.2.	5.2.
<b>6. Additional Goal</b>			6.1.	6.1.	6.1.	6.1.	6.1.

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<b>Additional Goal #6:</b> All schools will eliminate the disproportionate classification and placement of minority students in special education	2012 Current Level :*	2013 Expected Level :*	Providing funding and time for adequate interventions for students of minority that are struggling.	Completion of MTSS (RtI) process for any student that is being considers for Exceptional Education services	Principal School Psychologist Staffing Coordinator Guidance Counselor	Classroom observations RtI Meeting Notes	SMS ESE reports EDW reports
	<b>71% of identified ESE students minority while 73% of our total population is minority</b>	<b>Maintain equal representation between students of minority and our general population.</b>	6.2.	6.2.	6.2.	6.2.	6.2.
			6.3.	6.3.	6.3.	6.3.	6.3.
<b>7. Additional Goal</b>			7.1.	7.1.	7.1.	7.1.	7.1.
<b>Additional Goal #7:</b> Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above)	2012 Current Level :*	2013 Expected Level :*	Limited activities that will help families with young children come prepared for Kindergarten.	Provide family literacy nights that provide training for parents in early literacy activities.  Utilize VPK program to help prepare Pre-K students for Kindergarten.	Principal CRT VPK Teacher	Classroom observations Parent sign in sheets	FLKRS
	<b>Data not yet released</b>	<b>Increase readiness rating by 3% over 2012 score.</b>	7.2.	7.2.	7.2.	7.2.	7.2.
			7.3.	7.3.	7.3.	7.3.	7.3.

**Additional Goals Professional Development**

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

**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
Maintain Destination College Program to support academic rigor and promote college readiness.  Riverdale will have 100% or the intermediate (3-5) classrooms participating in the Destination College program.	Continued training and support at levels necessary to meet the needs of the teachers and students	General	\$0
			<b>Subtotal:\$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			

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<b>Subtotal:\$0</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total: \$0</b>			

*End of Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$37,500</b>
<b>Mathematics Budget</b>	<b>Total: \$3500</b>
<b>Science Budget (plus STEM)</b>	<b>Total: \$500</b>
<b>Writing Budget</b>	<b>Total: \$7300</b>
<b>Attendance Budget</b>	<b>Total: \$0</b>
<b>Suspension Budget</b>	<b>Total: \$0</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0</b>
<b>Parent Involvement Budget</b>	

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	<b>Total: \$3000</b>
<b>Additional Goals</b>	
	<b>Total: \$0</b>
	<b>Grand Total: \$51,800</b>

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

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Describe the activities of the SAC for the upcoming school year.
Monitor the goals of the school improvement plan to ensure that the activities are met Analyze Needs Assessment Survey data to formulate any changes for the upcoming school year Advise school principal on outcomes of school functions on the school community

Describe the projected use of SAC funds.	Amount
Assist in costs that result in the professional development of staff in meeting the goals set in the SIP	Undisclosed