

# Florida Department of Education



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

**2012-2013**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Timberlin Creek Elementary	District Name: St Johns
Principal: Christine Stephan	Superintendent: Dr. Joseph Joyner
SAC Chair: Lisa Pruitt, Yaro Middaugh	Date of School Board Approval: 11/13/2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Christine M. Stephan	BA in Elementary Education Kindergarten Endorsement MS in Elementary Education Certification in Leadership and Administration	Year 1	12	<ul style="list-style-type: none"> <li>● 2011-2012 School Grade: A (First year in Indiana for grades)</li> <li>● ISTEP+ E/LA GRADES 3-5 PASSING: 98.3%</li> <li>● ISTEP+ Math grades 3-5 passing: 97%</li> <li>● AYP- yes</li> <li>● Growth Data E/LA: median growth: 69%</li> <li>● Growth Data Math: median growth: 72%</li> </ul>
Assistant Principal	Catherine Falterman-Peralta	B.S. Early Childhood Education M.Ed. Educational Leadership Certification – PreKindergarten – Primary (Age 3 – Grade 3) Educational Leadership all levels ESOL certification Reading Endorsement certification - pending	Year 8	3 years	<p>2010-2011 Timberlin Creek Elem. – Asst. Principal – A School</p> <p>2011-2012 Timberlin Creek Elem. – Asst. Principal – A School</p>

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	Jill Hillier	<ul style="list-style-type: none"> <li>● BAE- Elementary Education</li> <li>● MED- Exceptional Student Education</li> <li>● Elementary Education k-6</li> <li>● English for Speakers of other Language (ESOL)</li> <li>● Exceptional Student Education</li> <li>● Reading Endorsed</li> </ul>	6 years	1 year	Timberlin Creek Elementary <ul style="list-style-type: none"> <li>● 2007-08</li> <li>● 2008-2009 = A</li> <li>● 2009-10= B</li> <li>● 2010-11= A</li> <li>● All years met AYP</li> </ul>

### 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
Continued usage of the SJCS' Paperless Applicant Tracking System (PATS) Principal ongoing	Principal	ongoing
With the support of SJCS district, we only hire teachers who meet NCLB's Highly Qualified requirements	Principal	ongoing
Professional Development	Principal, Assistant Principal, Instructional Literacy Coach	ongoing

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### *Non-Highly Effective Instructors*

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Teacher is taking the ESE certification test on 10/4/12. She is certified k-5 ESE in Georgia, which does not fulfill the K-12 ESE requirement in Florida.

### *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
63	6% (4)	22% (14)	48% (30)	24% (15)	40% (25)		26% (16)	3% (2)	76% (48)

### *Teacher Mentoring Program/Plan*

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Karen Lauer	Laurie Lear	<ul style="list-style-type: none"> <li>- Classroom Proximity</li> <li>- Same grade/subject level taught</li> <li>- Years of teaching experience</li> <li>-Familiar with the school culture, protocol, and expectations.</li> </ul>	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism

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Kaitlyn Anderson	Charity Greenwood	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Susie Ament	Danielle Hollingsworth/ Kari Canterbury	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Stefanie Myers	Danielle Hollingsworth/ Kari Canterbury	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Rachel Latta	Danielle Hollingsworth/ Kari Canterbury	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Caity Linger	Tyler Jenkins	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Kim Plancher	Andrea Dieckman	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Zach Sharpe	Shelly Couch	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Angela Rudd	Beverly Waldman	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Whitney Witkowski	Jeni West/ Cindy Anderson	- Classroom Proximity - Same grade/subject level taught - Years of teaching experience -Familiar with the school culture, protocol, and expectations.	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism

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Elaine Roberson	Jeni West/ Cindy Anderson	<ul style="list-style-type: none"> <li>- Classroom Proximity</li> <li>- Same grade/subject level taught</li> <li>- Years of teaching experience</li> <li>-Familiar with the school culture, protocol, and expectations.</li> </ul>	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Melanie Claiborne	Michon Simanoff	<ul style="list-style-type: none"> <li>- Classroom Proximity</li> <li>- Same grade/subject level taught</li> <li>- Years of teaching experience</li> <li>-Familiar with the school culture, protocol, and expectations.</li> </ul>	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism
Lisa Harkness	AnnMarie Butler	<ul style="list-style-type: none"> <li>- Classroom Proximity</li> <li>- Same grade/subject level taught</li> <li>- Years of teaching experience</li> <li>-Familiar with the school culture, protocol, and expectations.</li> </ul>	There will be on-going, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication, day-to-day routines, community expectations and professionalism



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### Additional Requirements

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

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

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

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Typical team members may include:

- Principal- Christine M. Stephan
- Assistant Principal- Catherine F. Peralta
- Behavior Specialist- Harold Johanessen
- School Counselor- Sylvia Stanley
- School Psychologist- Marti Womack
- RtI Coach, Instructional Literacy Coach- Jill Hillier
- Speech/Language Pathologist- Ann-Marie Butler

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for RtI meetings
- Responsible for gathering attendance data
- Participates in gap analysis
- Makes the RtI team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all RtI members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Maintains RtI paperwork binder
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences necessary
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts process testing for purposes of intervention planning

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- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI/ESE referral packet and submits to LEA

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

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

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.
- Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency - weekly

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

The RtI Leadership Team designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the Team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

MTSS Implementation

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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

- Reading and Math - Florida Comprehensive Assessment Test (FCAT)
- Reading - Florida Assessments for Instruction in Reading (FAIR)
- Reading, Math, Science - Discovery Education
- Writing – Writing prompts
- Behavior – Daily behavior charts, ABC data
- Midyear Data
- Reading - Florida Assessments for Instruction in Reading (FAIR)
- Reading, Math, Science - Discovery Education
- Writing – Writing prompts
- Behavior – Daily behavior charts, ABC data
- End of Year Data
- Reading and Math - Florida Comprehensive Assessment Test (FCAT)
- Reading - Florida Assessments for Instruction in Reading (FAIR)
- Reading, Math, Science - Discovery Education
- Writing – Writing prompts
- Behavior – Daily behavior charts, ABC data

Describe the plan to train staff on MTSS.

The RtI Leadership Team received initial district training on August 9, 2011. This team will receive additional district training throughout the 2012 school year.

Professional Development on RtI will be conducted for the staff during the Teacher Inservice day (TBD). The RtI Leadership team will also Evaluate additional staff professional development needs during the faculty meetings and PLC sessions throughout the year.

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Describe the plan to support MTSS.

Timberlin Creek Elementary uses a Multi-Tiered System of Support (MTSS) as a framework to provide students at varying levels with additional interventions, instructional opportunities, and/or school resources to ensure their continue success. The MTSS team doubles as our school's Response to Intervention (RtI) team.

*Timberlin Creek's school-based MTSS and RtI Leadership Team roles and functions are listed below:*

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

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

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**Instructional Literacy Coach:**

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

**Parents:** As the child's first and primary teacher, parents provide vital input regarding their child's background, and share observations of their child's learning at home. Fostering a healthy and continued home-school partnership is our on-going expectation.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principal, Instructional Literacy Coach (ILC), Team Leaders, SAC teacher representatives
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet monthly to collaborate on best instructional practices, alignment of classroom activities to the School Improvement Plan, NGSSS Common Core
What will be the major initiatives of the LLT this year? The LLT will focus on all of our students making learning gains in all subject areas. An emphasis will be placed on both reading and math gains with all students with special focus on the lowest 25% to assure they are making the adequate learning gains.

### ***Public School Choice***

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

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



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

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

N/A

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

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

N/A

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

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

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

N/A

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

N/A

### ***Postsecondary Transition***

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

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

N/A

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading 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		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1. Help teachers balance instructional outcomes between having students apply knowledge learned authentically, as well as having students apply knowledge learned on formalized assessments.</p>	<p>1A.1. Familiarize teachers with the "Content Focus Reports" available on <a href="http://fcat.fldoe.org">http://fcat.fldoe.org</a> - Targeted Instruction - Teachers identify strengths and weaknesses in their students in each of the strands/ reporting categories. Teachers remediate based on the skills presented by the classroom teacher.</p>	<p>1A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers</p>	<p>1A.1. Discovery Education Reading, FCAT Explorer, previous years FCAT results, Teacher Self Reflection, Houghton Mifflin ExamView Test Generator</p>	<p>1A.1. Discovery Education Reading, FCAT data FAIR results for selected students</p>		
<p>Our goal is to increase the number of students scoring a level 3 on FCAT Reading by 5% by decreasing the percentage of students scoring at a level 1 or 2.</p>	<p>2012 Current level of Performance</p>	<p><b>2013 Expected level of Performance</b></p>					

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	26% (119) of our students scored a level 3.	<i>31% of our students will score a level 3.</i>					
		1A.2. Help teachers identify his/her own area(s) of strength and weakness when teaching each of the strands/ reporting categories.	1A.2. provided previous year's student achievement data. (August, 2012)	1A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	1A.2. Discovery Education Reading, FCAT Explorer, previous years FCAT results, Teacher Self Reflection	1A.2. Discovery Education Reading, FCAT data	
		1A.3. Continue to help teachers' level of understanding of Webb's Depth of Knowledge (DOK) levels, and how this is reflected in the FCAT's Cognitive Complexity Classification of questions.	1A.3. the "Content Focus Reports" available on <a href="http://fcats.fldoe.org">http://fcats.fldoe.org</a> Targeted Instruction - Teachers identify strengths and weaknesses in their students in each of the strands / reporting categories.	1A.3. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	1A.3. Discovery Education Reading, FCAT Explorer, previous years FCAT results, Teacher Self Reflection, Houghton Mifflin ExamView Test Generator	1A.3. Discovery Education Reading, FCAT data	

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<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.		
<u>Reading Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Help teachers balance instructional outcomes between having students apply knowledge learned authentically, as well as having students apply knowledge learned on formalized assessments.	2A.1. Familiarize teachers with the "Content Focus Reports" available on <a href="http://fcat.fldoe.org">http://fcat.fldoe.org</a> Targeted Instruction - Teachers identify strengths and weaknesses in their students in each of the strands / reporting categories.	2A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	2A.1. Discovery Education Reading, FCAT Explorer, previous years FCAT results, Teacher Self Reflection, Houghton Mifflin ExamView Test Generator	2A.1. Discovery Education Reading, FCAT data		
<u>Reading Goal #2A:</u> Our goal is to increase the number of students scoring a level 4 or 5 by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	58% (260) of our students scored a level 4 or 5 on Reading	59% will score a level 4 or 5 on Reading					
		2A.2. Help teachers' level of understanding of text complexity, Webb's Depth of Knowledge (DOK) levels, and how this is reflected in the FCAT's Cognitive Complexity Classification of questions.	2A.2. Teachers will receive in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. -Teachers will provide students with oral and written practice opportunities.	2A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	2A.2. Discovery Education Reading, FCAT Explorer, previous years FCAT results, self reflection	2A.2. Discovery Education Reading, FCAT data	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<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.		

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<u>Reading Goal #2B:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	N/A	<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.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Help teachers balance instructional outcomes between having students apply knowledge learned authentically, as well as having students apply knowledge learned on formalized assessments.	3A.1. Familiarize teachers with the "Content Focus Reports" available on <a href="http://fcats.fldoe.org">http://fcats.fldoe.org</a> Targeted Instruction - Teachers identify strengths and weaknesses in their students in each of the strands / reporting categories.	3A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	3A.1. Discovery Education Reading, FCAT Explorer, previous years FCAT results, self reflection, Houghton Mifflin ExamView Test Generator	3A.1. Discovery Education Reading, FCAT data		
<u>Reading Goal #3A:</u> Our goal is to increase the number of students that will make a Reading learning gain by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	82% of our students made learning gains in reading.	84% of our students will make a learning gain in reading.					
		3A.2. Help teachers identify his/her own area(s) of strength and weakness when teaching each of the strands / reporting categories.	3A.2. Teachers are provided previous year's student achievement data. (August, 2011)	3A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	3A.2. Discovery Education Reading, FCAT Explorer, previous years FCAT results, self reflection	3A.2. Discovery Education Reading, FCAT data	
		3A.3. Help teachers' level of understanding of Webb's Depth of Knowledge (DOK) levels and how this is reflected in the FCAT's Cognitive Complexity Classification of questions.	3A.3.-Teachers will receive in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. -Teachers will provide students with oral and written practice opportunities. - identified students will participate in afterschool learning strategies classes to help reinforce reading skills and strategies.	3A.3. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	3A.3. Discovery Education Reading, FCAT Explorer, Previous years FCAT results, Self Reflection	3A.3. Discovery Education Reading, FCAT data	

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<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Reading Goal #3B:</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>					
	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Teacher training time and budget needed	4A.1. Train K-2 teachers in Wilson Foundations and ESE staff in Wilson Reading System and My Virtual Reading Coach to determine gaps in student's reading abilities	4A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	4A.1. Discovery Education Reading, FCAT Explorer, previous years FCAT results, self reflection, Houghton Mifflin ExamView Test Generator	4A.1. Discovery Education Reading, FCAT data		
<u>Reading Goal #4A:</u> Our goal is that we will increase the percentage of students in the lowest 25% making learning gains by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69% of students in our bottom quartile made a learning gain.	72% of our lowest 25% will make a learning gain.					

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		4A.2. Help teachers identify his/her own area(s) of strength and weakness when teaching each of the strands / reporting categories.	4A.2. Teachers are provided previous year's student achievement data.	4A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	4A.2. Discovery Education Reading, FCAT Explorer, previous years FCAT results, self reflection	4A.2. Discovery Education Reading, FCAT data	
		4A.3. Help teachers level of understanding of Webb's Depth of Knowledge (DOK) levels and how this is reflected in the FCAT's Cognitive Complexity Classification of questions.	4A.3. in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. -Teachers will provide students with oral and written practice opportunities. - identified students will participate in afterschool	4A.3. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	4A.3. Discovery Education Reading, FCAT Explorer, Previous years FCAT results, Self Reflection	4A.3. Discovery Education Reading, FCAT data	
<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.		

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<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Reading Goal #5A:</u> <i>n/a</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 subgroups:	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 reading.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>Pending state provided data.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Pending state provided data.</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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Pending state approved data.</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		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)</b>							
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<b>or PD Activities</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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wilson Foundations/Wilson Reading System	K-5	Nadine Bernstein	Sharon Warwell-Murden –primary ESE Michelle Traylor-intermediate ESE Heather Myers intermediate ESE Holly Stringer 1 <sup>st</sup> grade Amy Hinson 2 <sup>nd</sup> grade	August 31, 2012 early release		Principal/assistant principal
TEACCH program	Students on the autism spectrum	Lisa Thacker	Michon Simanoff ESE Melanie Claiborne ESE Kadiann Palmari ESE AnnMarie Butler speech/lang path	September 19, 2012 early release	Michon Simanoff will conduct a PLC throughout the school year.	Principal/assistant principal
My Virtual Reading Coach	K-5 students in the bottom quartile	Mindplay	Sharon Warwell-Murden –primary ESE Michelle Traylor-intermediate ESE Heather Myers intermediate ESE AnnMarie Butler speech/lang path Jill Hillier, ILC	September 19, 2012 early release	Progress monitoring through data within the MVRC program	ESE staff

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

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
TBA	Investigate grade level Classroom Libraries	PTO	\$1,000.00
Wilson Foundations	Wilson Foundations Kits for k, 1, 2 and student materials	School budget TBD	\$2300.00
<b>Subtotal: \$3,300</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
TBA	iPad applications for instruction	PTO	\$200.00
My Virtual Reading Coach (3 site licenses)	Computer based reading intervention program	Extended Day funds TBD	\$9500
<b>Subtotal: \$9,700.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
My Virtual Reading Coach	Computer based reading intervention program	Extended Day funds TBD	\$1500
Wilson Foundations	Reading intervention program for k-3	TBD	\$1000
<b>Subtotal:\$2,500.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$15,500</b>			

*End of Reading Goals*

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

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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. <ul style="list-style-type: none"> <li>Lack of training to anticipate challenges ESOL students meet</li> <li>Lack of supplies and programs for ESOL students</li> </ul>	1.1. Present hands on language acquisition and practical knowledge to ESOL students	1.1. Sylvia Stanley, Guidance Counselor	1.1. Data recognition and analysis	1.1. CELLA Report in fall of 2013	
<b>CELLA Goal #1:</b> Our goal is that we will increase the percentage of students proficient in speaking and listening by 3%.	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	<i>83% (5) of our students are proficient in speaking and listening.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	2.1. <ul style="list-style-type: none"> <li>• Lack of training to anticipate challenges ESOL students meet</li> <li>• Lack of supplies and programs for ESOL students</li> </ul>	2.1. Present hands on language acquisition and practical knowledge to ESOL students	2.1. Sylvia Stanley, Guidance Counselor	2.1. Data recognition and analysis	2.1. CELLA Report in fall of 2013	
<b>CELLA Goal #2:</b> Our goal is that we will increase the percentage of students proficient in reading by 3%.	<b>2012 Current Percent of Students Proficient in Reading:</b>					
	<i>83% (5) of our students are proficient in reading</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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. <ul style="list-style-type: none"> <li>• Lack of training to anticipate challenges ESOL students meet</li> <li>• Lack of supplies and programs for ESOL students</li> </ul>	2.1. Present hands on language acquisition and practical knowledge to ESOL students	2.1. Sylvia Stanley, Guidance Counselor	2.1. Data recognition and analysis	2.1. CELLA Report in fall of 2013	
<b>CELLA Goal #3:</b> Our goal is that we will increase the percentage of students proficient in writing by 1%.	2012 Current Percent of Students Proficient in Writing :					
	<i>67% (4) of our students are proficient in writing</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Brain Pop ESL	Computer based language development	Extended Day	
<b>Subtotal: \$145</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 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]).

<b>Elementary 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. In depth familiarization with Math Next Generation	1A.1. Teachers received hard copies of each grade level's NGSSS,	1A.1. Principal, Assistant Principal, Instructional Literacy Coach,	1A.1. on implementing standards	1A.1. Discovery Education Math and FCAT Math results		
<u>Mathematics Goal #1A:</u> Our goal is to increase the percentage of students scoring a level 3 by 2% by decreasing the percentage of students scoring at a level 1 or 2.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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	30% (134) of students scored a level 3 on FCAT Math.	32% will score a level 3 in FCAT Math.					
		1A.2. Continue to familiarize in depth with the county's new EnVision Math series.	1A.2. The principal and instructional coach meet monthly with grade level team leaders. - Designated time within these monthly meetings will focus on use of the Envision Math design and implementation. - There will be an emphasis on grade level sharing of ideas and strategies to ensure vertical continuity from one grade level to the next.	1A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	1A.2. Team Leaders' Meetings agenda and minutes - Create and maintain an ongoing document of ideas and strategies developed during team leader meetings. Share the document among staff.	1A.2. Discovery Education Math and FCAT Math results	
		1A.3. Continue to help teachers increase their level of understanding of Webb's Depth of Knowledge (DOK) levels and how this correlates to the FCAT's Cognitive Complexity Classification of questions.	1A.3. - Teachers will receive in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. - Teachers will provide students with oral and written (Math Journals, extended response questions) practice	1A.3. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	1A.3. In-service training minutes and handouts, teacher observations from administration and peers, student probes, student test results	1A.3. Discovery Education Math and FCAT Math results.	

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<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> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1. Sunshine State Standards (NGSSS)</p>	<p>2A.1. Teachers and Administrators will continue to attend SJCS' training on NGSSS implementation in the classroom.          - Math cadre members from each school meet quarterly with the county's Elementary Math Program Specialist.          - Cadre members share information learned.          - Teachers review trend data to determine strengths and weaknesses in their own teaching of the strands/ reporting categories.          - Teachers identify strengths and weaknesses</p>	<p>2A.1. Literacy Coach, Teachers</p>	<p>2A.1. Teacher collaboration on implementing standards          - Grade level curriculum minutes          - Teacher usage of the Snapshot application          - Weekly Target instruction lesson plan sheet</p>	<p>2A.1. Discovery Education Math and FCAT Math results</p>		
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		in their students in each of the strands/ reporting categories. (Targeted					
<u>Mathematics Goal #2A:</u> Our goal is to increase the number of students scoring a level 4 or 5 in math by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53% (240) of our students scored a level 4 or 5 in FCAT Math.	55% of our students will score a level 4 or level 5 in FCAT Math.					
		2A.2. Continue in-depth study of the county's new EnVision Math series.	2A.2. The principal and instructional coach will meet monthly with grade level team leaders. - Designated time within these monthly meetings	2A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	2A.2. Team Leaders' Meetings agenda and minutes - Create and maintain an ongoing document of ideas and strategies developed during team leader meetings. Share	2A.2. Discovery Education Math and FCAT Math results	
		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.		

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<u>Mathematics Goal</u> <u>#2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
n/a							
		<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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Transition to Math Next Generation Sunshine State Standards (NGSSS)</p>	<p>3A.1. Teachers received hard copies of each grade level's NGSSS.          - Teachers and administrators will continue to attend SJCS' training on NGSSS implementation in the classroom.          - Math cadre members from each school meet quarterly with the county's Elementary Math Program Specialist Cadre members share information learned.          - Teachers review trend data to determine strengths and weaknesses in their own teaching of the strands / reporting categories.</p>	<p>3A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers</p>	<p>3A.1. Teachers implementing standards          - Teacher collaboration on implementing standards          - Grade level curriculum minutes          - Teacher usage of the Snapshot application          - Weekly Target instruction lesson plan sheet</p>	<p>3A.1. Discovery Education Math and FCAT Math results</p>		
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		<p>- Teachers identify strengths and weaknesses in their students in each of the strands/ reporting categories. (Targeted Instruction provided)</p> <p>- identified students will participate in afterschool learning strategies classes to help reinforce reading skills and strategies.</p>					
<p><u>Mathematics Goal #3A:</u> Our goal is to increase the number of students that will make a learning gain by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>82% of our students made a learning gain in FCAT</p>	<p>83% of our students will make a learning gain in FCAT</p>					

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		3A.2. Unfamiliarity with the county's new EnVision Math series	3A.2. - The principal and instructional coach will meet monthly with grade level team leaders. - Designated time within these monthly meetings will focus on our new Math series' design and implementation. - There will be an emphasis on grade level sharing of ideas and strategies to ensure	3A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	3A.2. Team Leaders Meetings agenda and minutes - Create and maintain an ongoing document of ideas and strategies developed during team leader meetings. Share the document among staff.	3A.2. Discovery Education Math and FCAT Math results	
		3A.3. Help teachers increase their level of understanding of Webb's Depth of Knowledge (DOK) levels and how this correlates to the FCAT's Cognitive Complexity Classification of questions.	3A.3. Teachers will receive in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. - Teachers will provide students with oral and written (Math journal, extended response questions) practice opportunities. - Identified students will participate in afterschool learning strategies classes to help reinforce math skills and strategies	3A.3. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	3A.3. In-service training minutes and handouts, teacher observations from administration and peers, student probes, student test results	3A.3. Discovery Education Math and FCAT Math results	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
n/a							
	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4A. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1.</p>	<p>4A.1.  quarterly with the county's Elementary Math Program Specialist.  - Cadre members share information learned.  - Teachers review trend data to determine strengths and weaknesses in their own teaching of the strands / reporting categories.  - Teachers identify strengths and weaknesses in their students in each of the strands / reporting categories.  (Targeted Instruction provided</p>	<p>4A.1.</p>	<p>4A.1.  - Weekly Target instruction lesson plan sheet</p>	<p>4A.1.</p>		
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Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our goal is to increase the number of students in the lowest 25% that will make a learning gain by 2%.							
	66% of our students in the lowest 25% made a learning gain in FCAT	68% of our students in the lowest 25% will make a gain in FCAT Math.					
		4A.2. Unfamiliarity with the county's new EnVision Math series	4A.2. - The principal and instructional coach will meet monthly with grade level team leaders. - Designated time within these monthly meetings will focus on our new Math series' design and implementation. - There will be an emphasis on grade level sharing of ideas and strategies to ensure vertical continuity from one grade level to the next.	4A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	4A.2. Team Leaders' Meetings agenda and minutes - Ongoing sheet of ideas and strategies created during team leader meetings and shared with the staff.	4A.2. Discovery Education Math and FCAT Math results	



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		4A.3. Help teachers increase their level of understanding of Webb's Depth of Knowledge (DOK) levels and how this is correlated to the FCAT's Cognitive Complexity Classification of questions.	4A.3. Teachers will receive in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. -Teachers will provide students with oral and written (Math Journal, extended response questions) practice opportunities. - Identified students will participate in afterschool learning strategies classes to help reinforce math skills and strategies.	4A.3. Principal, Asst. Principal, ILC, teachers	4A.3. In-service training minutes and handouts, teacher observations from administration and peers, student probes, student test results	4A.3. Discovery Education Math and FCAT Math results	
<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>  n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <u>#5A:</u>  n/a							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Pending state provided data.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u>  <i>Pending state provided data.</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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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 #5E:</u> <i>Pending state provided data.</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics	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.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<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>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		
<b>Mathematics Goal #2A:</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>					
		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.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</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>					
		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.		



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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		
<b>Mathematics Goal #4A:</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>					
		4A.2.	4A.2.	4A.2.	4A.2.	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.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	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.		

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

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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>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 #5C:</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>					
		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		

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<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>  <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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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 #5E:</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	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	Mathemat	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.		
	<b>Mathematics Goal #1:</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>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.		
<b>Mathematics 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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>	<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>					
		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		

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<p><b>4. Florida Alternate Assessment:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p><b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*



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

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

<b>Algebra 1 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 Algebra 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Algebra 1 Goal #1:</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Algebra 1 Goal #3A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	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 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p><b>Algebra 1 Goal #3B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 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		

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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

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

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

<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	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.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> 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.	

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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>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Geometry Goal #3C:</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>					
		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		

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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</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>					
		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</b>							
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<b>Learning Community (PLC) or PD Activities</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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCCS math performance goals	k-5	Donna Frank	K-5 classroom teachers	9-12-12 10-10-12 12-12-12- 02-27-13 early release	Implementation of strategies to support instruction of the CCS in math	Principal/assistant principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
TBA	Applications for iPad Instruction	PTO	\$200.00
<b>Subtotal: \$200.00</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: \$200</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 (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. Supplemental teaching resources are needed to most effectively meet the new Science	1A.1. - Teachers received hard copies of each grade level's NGSSS and curriculum maps/ pacing guides. - Selected teachers attended curriculum	1A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	1A.1. Teachers procure supplemental materials and use them in the classroom during science instruction.	1A.1. Teacher observation (K,1,2,3,4,5), Discovery Education Science (grades 3,4,5), FCAT Science (5 <sup>th</sup> 2011 Current grade only)		
<b>Science Goal #1A:</b> Our goal is to increase the percentage of 5th grade students' proficiency level in science by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	41% (58) of 5th grade students scored a level 4 or 5 on FCAT Science.)	42% of our 5th Grade students will demonstrate proficiency of FCAT Science					
		IA.2. Lack of school-wide procedures put in place to maximize the efficiency of teacher time when preparing for science experiments.	IA.2. Principal, Asst. Principal, ILC, and Team Leaders walk through the Problem-Solving model to generate a list of possible solutions. Team Leaders then share the list with all instructional staff. The Problem-Solving team will then reconvene to establish a workable school-wide plan to increase the frequency of science experiments in the classroom.	IA.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers, Parents	IA.2. Evidence of an increased number of experiments being conducted at each grade level.	IA.2. Teacher observation (K,1,2,3,4,5), Discovery Education Science (grades 3,4,5), FCAT Science (5 <sup>th</sup> grade only).	
		IA.3. increase their level of understanding of Webb's Depth of Knowledge (DOK) levels and how this is reflected in the FCAT's Cognitive Complexity Classification of questions.	IA.3. service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. -Teachers will provide students with oral and written practice opportunities.	IA.3. Instructional Literacy Coach, Teachers	IA.3. Science Journals	IA.3. (K,1,2,3,4,5), Discovery Education Science (grades 3,4,5), FCAT Science (5 <sup>th</sup> grade only).	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b></p>	<p>2A.1. Supplemental teaching resources are needed to most effectively meet the new Science Standards at each grade level.</p>	<p>2A.1. copies of each grade level's NGSSS and curriculum maps/pacing guides.                      - Selected teachers attended curriculum mapping sessions over the summer. These teachers will share the intent of the tool and what they learned.                      - Teachers will identify materials that are needed that they currently do not have access to.</p>	<p>2A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers</p>	<p>2A.1. Teachers procure supplemental materials and use them in the classroom during science instruction.</p>	<p>2A.1. Teacher observation (K,1,2,3,4,5), Discovery Education Science (grades 3,4,5), FCAT Science (5<sup>th</sup> grade only</p>		



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Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Our goal is to increase the percentage of 5th grade students to a level 4 or 5 on FCAT Science by 1%							
	39% of 5th grade students scored a level 4 or 5 on FCAT Science.	40%% of 5th grade students scored a level 4 or 5 on FCAT Science.					
		2A.2. Lack of school-wide procedures put in place to maximize the efficiency of teacher time when preparing for science experiments	2A.2. Principal, Asst. Principal, ILC, and Team Leaders walk through the Problem-Solving model to generate a list of possible solutions. Team Leaders then share the list with all instructional staff. The Problem-Solving team will then reconvene to establish a workable school-wide plan to increase the frequency of science experiments in the classroom.	2A.2. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	2A.2. Evidence of an increased number of experiments being conducted at each grade level.	2A.2. Teacher observation (K,1,2,3,4,5), Discovery Education Science (grades 3,4,5), FCAT Science (5 <sup>th</sup> grade only).	

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		2A.3. Help teachers increase their level of understanding of Webb's Depth of Knowledge (DOK) levels and how this is reflected in the FCAT's Cognitive Complexity Classification of questions.	2A.3. Teachers will receive in-service training on Cognitive Complexity questioning. - Effective questioning will be visible in teachers' everyday instruction. -Teachers will provide students with oral and written practice opportunities	2A.3. Instructional Literacy Coach, Teachers	2A.3. Science Journals	2A.3. (K,1,2,3,4,5), Discovery Education Science (grades 3,4,5), FCAT Science (5 <sup>th</sup> grade only).	
<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.		
<u>Science Goal #2B:</u> n/a	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

<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 Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Science Goal #1:</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment:</b> <b>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> <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.	

*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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	<b>ent</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 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Biology 1 Goal #1:</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>					
		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 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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<b>Biology 1 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.	

*End of Biology 1 EOC Goals*

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**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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**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:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<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: \$0</b>			

*End of Science Goals*



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**Writing Goals**

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

<b>Writing 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: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1A.1. Maintaining the high percentage of students scoring a level 3 or higher in writing.	1A.1. - Continue daily writing processes and strategies used last year.	1A.1. Principal, Assistant Principal, Instructional Literacy Coach, Teachers	1A.1. WINGS writing (Writing Involves Natural and Guided Strategies) is done school-wide four times	1A.1. - District Wide Anchor papers		
<u>Writing Goal #1A:</u> Our goal is to maintain the percentage of 4th graders scoring a level 4 or higher on FCAT writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	94% of our fourth grade students scored a level 4 or higher on the FCAT writing	94% of our fourth grade scores will demonstrate proficiency in writing.					
		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 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Writing Goal #1B:</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>					
	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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**Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of writing across the curriculum	k-5	Sheila Veatch	K-5	Early Release Wednesdays		Principal/Assistant Principal

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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<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: \$0</b>			

*End of Writing Goals*

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

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

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

<b>Civics 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 Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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.		
<b>Civics 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.	

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

**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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

<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 Civics Goals*



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

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

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

<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> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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> <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.	

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

**U.S. History Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

<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*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		

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

<p><b>1. Attendance</b></p>	<p>1.1. Flu and sickness other prolonged, seasonal illnesses</p>	<p>1.1. provides in-service training on hand washing, best practices washing, best practices regarding coughing and sneezing, etc...          -Routine cleaning and sanitizing are done by our custodial staff.          - Additional sanitizing is done by teachers, if needed, for preventative reasons.          - Parents are notified in writing of the school's illness and exclusion policies. Included in these policies are when it is safe and permissible for students to return to school after an illness</p>	<p>1.1. School Nurse, Principal, Asst. Principal, SAC chair, Front desk staff</p>	<p>1.1. School Nurse's illness log</p>	<p>1.1. Attendance report</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Attendance Goal #1:</u> We will maintain an average attendance rate of 96.8%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>During the 2011-12 school year, our average attendance rate was 97%</p>	<p>During the 2012-13 school year, our school will maintain an average attendance rate of 97%.</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>N/A</p>	<p><i>Enter numerical data for expected number of absences in this box.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>During the 2011-2012 school year, 36 students had 10 or more tardies.</p>	<p>We will decrease the number of students who have 10 or more tardies by 10%.<i>this box.</i></p>					

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

		<p>1.2. Timberlin's minority rate is 20%. Due to our diverse student population, we have seen trends where students from different cultures return from the family's home country from an extended vacation after school is back in session from a holiday break.</p>	<p>1.2. - Make parents aware how an extended absence will impact their student's attendance record, as well as the school's attendance</p>	<p>1.2. Principal, Asst. Principal, SAC chair, Computer Operator, Front desk clerk</p>	<p>1.2. - Provide student assignments prior to his/her family's trip.</p>	<p>1.2. - Attendance report - FCAT.</p>	
		<p>1.3. Extended vacations during school months is a new trend among TCE families.</p>	<p>1.3. - Make parents aware how an extended absence will impact their student's attendance record, as well as the school's attendance</p>	<p>1.3. Principal, Asst. Principal, SAC chair, Computer Operator, Front desk clerk</p>	<p>1.3. Principal, Asst. Principal, SAC chair, Computer Operator, Front desk clerk</p>	<p>1.3. - Attendance report - FCAT.</p>	



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

**Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**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
Students are recognized for school attendance	Students recognized and monitored through use of E School Plus	SAC if available	\$50.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

<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: \$50</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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. Maintaining the high percentage of students with little or no discipline problems in the classroom	1.1. Continue to provide instruction on the new PBS Behavior Chart that was implemented at the beginning of the school year.	1.1. Guidance PLC, Teachers, Administration	1.1. Monitor the number of referrals to the office. Being proactive and working with the student who shows a need for additional guidance on his/her behavior	1.1. Number of suspensions at the end of the school year.		
<b>Suspension Goal #1:</b> Our goal is to maintain that there will be no student suspensions from our school during the 2012-13 school year	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	)						
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	)	<i>Enter numerical data for expected number of students suspended in-school</i>					

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

	<u>2012 Total Number of Out-of- School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>2 out-of-school suspensions took place during the 2011-2012 school year</i>	<i>0 out of school suspensions are expected to take place during the 2012-2013 school year.</i>					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	<i>1 student was suspended during the 2011-2012 school year.</i>	<i>0 students are expected to be suspended during the 2012-2013 school year.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide professional behavior plan (taken from Dr. Rob March)	k-5	principal	Whole school community including but not limited to All teachers and support staff Assistant principal	Early release Wednesdays	Student of the month, students caught soaring, acknowledgment system for good behavior in Eagle Eye	All teachers and staff Principal Assistant Principal

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

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

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

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

<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: \$0</b>			
<b>Total:</b>			

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

<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>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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

	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring



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**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
<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: \$0</b>			

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</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. Parent Involvement</b>	1.1. Many parents in our community have recently returned to the workforce and are unable to assist at school during the school day.	1.1. Continue to volunteer opportunities before, during, and after school, as well as working from home opportunities, so that parents will feel connected to their child’s school.	1.1. Volunteer coordinator, Classroom teachers, Principal, Asst. Principal, SAC chair, PTO	1.1. Teacher, PTO, and volunteer coordinator scheduling of volunteers	1.1. Keep in Track – Tool used to log Parent Volunteer hours		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Our goal is to Increase the percentage of parent involvement at our school to 90%.							
	According to our 2011-2012 Parent Needs Assessment 85% of parents feel welcomed and feel there is clear communication within the school	Our goal is to maintain the same percentage of parents who feel welcomed and who feel that there is clear communication.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

<p><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.</p>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

**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
Provide opportunities for family members to participate in family events	Family fun nights, carnivals, curriculum chats, parent conferences, etc.	PTO	\$100.00 per event planned. TBD
<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: TBD</b>			

*End of Parent Involvement Goal(s)*

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

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

<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> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

**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
<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: \$0</b>			

*End of STEM Goal(s)*



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

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

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

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<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: Character Counts	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Additional Goal</b></p>	<p>I.1. Timberlin has approximately 200 new students this year (including our new kindergarten classes). Our mission will be to demonstrate our expectation of exemplary character through classroom lessons, faculty and student modeling, and regular communication.</p>	<p>I.1. Continue to use the principles of Character Counts as our school wide behavior plan (PBS).</p>	<p>I.1. The whole school community</p>	<p>I.1. Observation, seeing our students and faculty in action</p>	<p>I.1. Parent, Teacher, and Student Needs Assessment</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>Our 2012-2013 goal is to maintain 99% of parents feeling that Character Counts is taught and modeled.</p>							
	<p>Our 2012-2013 goal is to maintain 99% of parents feeling that Character Counts is taught and modeled. Timberlin's 2011-2012 Parent Needs Assessment Survey indicates that 99% of our families feel the six pillars of Character Counts are taught and modeled throughout the school community.</p>	<p>Our 2012-2013 goal is to maintain 99% of parents feeling that Character Counts is taught and modeled.</p>					

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

		1.2. South Woods Service Project: collecting school supplies, toiletries, and food from the food drive in order to support a school community in our district that is in need.	1.2. Communication amongst community, pick up, delivery and organization of goods	1.2. Carla Gonzalez Reynolds PTO Whole school community	1.2. Observation, seeing our students and faculty in action	1.2. Needs Assessment Survey	
		1.3. TEACCH program which reaches children on the autism spectrum and teaches task completion	1.3. Training for pre-k teachers and support staff	1.3. Principal Literacy Coach Michon Siminoff, Pre-K, ESE teacher	1.3. Observation Student response	1.3. Needs assessment Student improvement	

**Additional Goals Professional Development**

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

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

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




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

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

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

*End of Additional Goal(s)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$15,500</b>
<b>CELLA Budget</b>	<b>Total: \$145</b>
<b>Mathematics Budget</b>	<b>Total: \$200</b>
<b>Science Budget</b>	<b>Total: \$0</b>
<b>Writing Budget</b>	<b>Total: \$0</b>
<b>Civics Budget</b>	<b>Total: n/a</b>
<b>U.S. History Budget</b>	<b>Total: n/a</b>
<b>Attendance Budget</b>	<b>Total: \$50</b>
<b>Suspension Budget</b>	<b>Total: \$0</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0</b>
<b>Parent Involvement Budget</b>	<b>Total: TBD</b>
<b>STEM Budget</b>	<b>Total: n/a</b>
<b>CTE Budget</b>	<b>Total: n/a</b>
<b>Additional Goals</b>	<b>Total: \$15,895</b>

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

**Grand Total: \$17,695**

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

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

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

**Differentiated Accountability**

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

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

- Yes       No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
<ul style="list-style-type: none"> <li>- School Improvement Plan</li> <li>- Parent Needs Assessment</li> <li>- 5 Star School Award</li> <li>- Town Hall Parent / Community meeting to discuss the School Improvement Plan and School Grades</li> </ul>

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

Describe the projected use of SAC funds.	Amount
- Decide how SAC budget should be spent: 60% of the SAC budget will be used to purchase the My Virtual Reading Coach program. - Decide how money for professional development should be spent: 40% of the SAC budget will be used for My Virtual Reading Coach training.	\$6300.49