# Florida Department of Education

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

## Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

| | |
|---|---|
| School Name:  Gulf Trace Elementary | District Name: Pasco |
| Principal:  Hope Schooler | Superintendent:  Heather Fiorentino |
| SAC Chair:  Jennifer Stoll | Date of School Board Approval: |

## Student Achievement Data:

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

## Highly Effective Administrators

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|----------|------|------------------------------|-----------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |      |                              |                                   |                                     |                                                                                                                                                                                              |

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| Principal | Hope Schooler | Elementary Education (Grades 1-6); School Principal; ESOL Endorsement | 5 | 11 | 2011-2012<br><br>C= school grade<br>% Meeting High Standards in Reading 49<br>% Meeting High Standards in Math 45<br>% Meeting High Standards in Writing 63<br>% Meeting High Standards in Science 45<br><br>2010-11<br>C= school grade<br>% Meeting High Standards in Reading 70<br>% Meeting High Standards in Math 65<br>% Meeting High Standards in Writing 69<br>% Meeting High Standards in Science 57<br>% Making Learning Gains in Reading 59<br>% Making Learning Gains in Math 50<br>% of Lowest 25% Making Learning Gains in Reading 45<br>% of Lowest 25% Making Learning Gains in Math 59<br>No=AYP<br>2009-2010<br>C = School Grade<br>% Meeting High Standards in Reading 68<br>% Meeting High Standards in Math 57<br>% Meeting High Standards in Writing 68<br>% Meeting High Standards in Science 45<br>% Making Learning Gains in Reading 63<br>% Making Learning Gains in Math 53<br>% of Lowest 25% Making Learning Gains in Reading 53<br>% of Lowest 25% Making Learning Gains inMath 68<br>No = AYP<br>2008-2009<br>B=school grade<br>% Meeting High Standards in Reading 82<br>% Meeting High Standards in Math 60<br>% Meeting High Standards in Writing 68<br>% Meeting High Standards in Science 33<br>% Making Learning Gains in Reading 69 |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| | | | | | % Making Learning Gains in Math 57<br>% of Lowest 25% Making Learning Gains in Reading 68<br>% of Lowest 25% Making Learning Gains in Math 64<br>No=AYP (Math- economically disadvantaged) |
| Assistant Principal | Elizabeth Hinton | Educational Leadership (All Levels)<br>Music Ed.<br>(Grades K-12) | 2 | 2 | 2011-2012<br>C= school grade<br>% Meeting High Standards in Reading 49<br>% Meeting High Standards in Math 45<br>% Meeting High Standards in Writing 63<br>% Meeting High Standards in Science 45<br><br>2010-11<br>C= school grade<br>% Meeting High Standards in Reading 70<br>% Meeting High Standards in Math 65<br>% Meeting High Standards in Writing 69<br>% Meeting High Standards in Science 57<br>% Making Learning Gains in Reading 59<br>% Making Learning Gains in Math 50<br>% of Lowest 25% Making Learning Gains in Reading 45<br>% of Lowest 25% Making Learning Gains in Math 59<br>No=AYP |

## Highly Effective Instructional Coaches

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

| Subject | Name | Degree(s)/ | Number of | Number of Years as | Prior Performance Record (include prior School Grades, FCAT/ |
|---|---|---|---|---|---|

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| Area | | Certification(s) | Years at Current School | an Instructional Coach | Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Literacy Coach | TBA | | | | |
| | | | | | |
| | | | | | |

## Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|
| 1. District guidelines will be followed to retain and recruit highly qualified teachers. Job embedded professional development will consistently be evident as well. | Administration School Coaches District Office | Ongoing | All teachers are highly qualified. |
| 1. | | | |
| 2. | | | |
| 3. | | | |

## *Non-Highly Effective Instructors*

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

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Effective |
|---|---|---|---|

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|---|---|---|---|
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|  |  |  |  |

*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 |
|---|---|---|---|---|---|---|---|---|---|
| 47 | 0 | (36%) 17 | (62%) 29 | (2%) 1 | (32%) 15 | (100%) 47 | (11%) 5 | 0 | 30 |

*Teacher Mentoring Program*

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Sara Walker | Debbie Ratajczak | Speech/Language Pathologist | Coaching in the role of SLP |
|  |  |  |  |
|  |  |  |  |

## Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A

Title 1 funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.

In an effort to provide a comprehensible framework of services to better meet the needs of economically disadvantaged children and to give all children a greater chance for academic success, while reducing duplication of services, Gulf Trace Elementary coordinates the utilization of federal, state, and local funds and integrates several programs in compliance with state and NCLB requirements.

• Title I funds will be used to expand the summer school program to all 3rd grade students who scored Level 2 and lower Level 3 on the Reading FCAT, and 1st and 2nd graders with a PMP in reading.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

• Title II, Part A funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school

• IDEA funding will be used I conjunction with Title II funds to train teachers in the MTSS strategies that are proven to work with students with disabilities and students with behavior problems.

Title III

• Title III funds will be coordinated with Title I funds to support after-school tutoring.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

• SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

NA

| |
|---|
| Nutrition Programs<br>Our food and nutrition services department is a self-funded department, using only federal funds, grants, and money generated from the sale of school meals and catering to provide a nutritious, low cost school lunch and breakfast to Pasco County students. Our school provides free breakfast to all of our students. |
| Housing Programs<br>NA |
| Head Start<br>Gulf Trace Elementary has two Head Start classrooms on our campus. Head Start provides early childhood development, health services, and family/community partnerships. |
| Adult Education<br>NA |
| Career and Technical Education<br>NA |
| Job Training<br>NA |
| Other |

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

| School-Based MTSS/RtI Team |
|---|
| Identify the school-based MTSS Leadership Team.<br>Our Core Team consists of: Principal, Assistant Principal, Guidance Counselor, Literacy Coach, School Psychologist, Social Worker, School Nurse, ESE teacher, Speech Pathologist, 5 classroom teachers,- When addressing issues the team collaboratively makes decisions. Each member takes on different roles as different components of the situation/issue arise. Administration takes on the role of chairperson in order to guide the decision-making and there are four members that rotate the role of facilitator. Consensus from all team members is of utmost importance at all meetings. |

| |
|---|
| 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?<br>• Will meet monthly<br>• Reviews and improves processes, procedures, and outcomes of services to help students not meeting standards<br>• Provides ongoing communication and support to school staff regarding PS/RtI issues<br>• Provides ongoing professional development (e.g., training, technical assistance) to staff across Tiers<br>• Meetings include facilitators, note-takers, timekeepers to ensure best use of time<br>• Weekly team meetings address data and student needs while following a problem solving/staff generated process |
| Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?<br>• Several leadership team members participate in the development of our SIP<br>• Team members utilize their expert |

| MTSS Implementation |
|---|
| Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.<br>Tier I - We will utilize Pasco STAR, FAIR, Core K-12, benchmark exams, and school level formative and summative assessments.<br>Tier II - The progress-monitoring component of the FAIR will be used along with school level formative and summative assessments.<br>Tier III - The FAIR progress-monitoring component will be utilized as well as running records. These assessments will be given to the students more frequently to guide instruction and show growth. |
| Describe the plan to train staff on MTSS.<br>The core team meets on a consistent basis with the staff to share data, explain key points, present trainings on the implementation process and complete questions and answers.<br>Through these trainings the school staff has developed an understanding in order to provide ongoing support and general information on PS/RtI.<br>A member of the core team will be providing training for new members of the GTES staff. |
| Describe plan to support MTSS.<br>The staff meets on a consistent basis to look at data to determine students' response to Tier 1 instruction and identifies students in need of Tier 2 and Tier 3 intervention.  The MTSS Core Team meets monthly to look at school wide implementation and make necessary changes to MTSS. |

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*Literacy Leadership Team (LLT)*

| School-Based Literacy Leadership Team |
|---|
| Identify the school-based Literacy Leadership Team (LLT).<br>The Literacy Leadership Team consists of the Principal, Assistant Principal,  Literacy Coach, Media Specialist, ESE teacher, Speech/Language Pathologist, and 8 Classroom Teachers. |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).<br>Will meet monthly<br>Reviews and improves processes, procedures, and outcomes of Literacy instruction to help students not meeting standards<br>Provides ongoing communication and support to school staff regarding Literacy issues<br>Literacy Team will review "Learning Walks" data and provide coaching for teachers in the areas of research-based literacy best practices<br>Provides ongoing professional development (e.g., training, technical assistance) to staff<br>Meetings include facilitators, note-takers, timekeepers to ensure best use of time<br>Weekly team meetings address data and student needs while following a problem solving/staff generated process<br>Coaches will serve to enhance implementation of new initiatives and model data review and disaggregation with classroom teachers |
| What will be the major initiatives of the LLT this year?<br>The LLT will assist teachers with the development of instruction through backwards planning.<br>The LLT will assist teachers in the use of interactive writing journals.<br>The LLT will help to develop plans and assist with coaching to increase the use of project based learning in the area of literacy. |

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

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

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

At Gulf Trace Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

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Screening data will be collected and aggregated by the middle of August 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: Galileo and FLKRS.

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

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

*High Schools Only*

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

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

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

*Postsecondary Transition*

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

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

# PART II: EXPECTED IMPROVEMENTS
## Reading Goals

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

| Reading Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.** | 1a.1. Student mobility causes inconsistencies in Reading instruction.<br><br>Parental support in the areas of communication and also reinforcement of Reading instruction<br><br>Student lack of background knowledge in vocabulary. Implementation and transition to Common Core Standards. | 1a.1. Utilize the 3 step explicit instruction routine for teaching vocabulary found in the reading core curriculum. | 1a.1. Classroom Teacher Literacy Coach Admin ESE Support Facilitators Speech Pathologist | 1a.1. Half-day PLC Lead Literacy Team Learning Walks Observations | 1a.1. FAIR FCAT SAT 10 (2) Treasures Unit Assessments Learning Walks Tool | | |

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| Reading Goal #1a:<br><br>By June 2013, 80% (**231**) of our students in grades 3 – 5 will score at proficiency in Reading. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | 49% (**194**) of our students achieved a level 3 or above in Reading | 80% (**231**) of our students in grades 3 – 5 will score at proficiency in Reading. | | | | |
| | | 1a.2. | 1a.2.<br>Make reading skills the focus of the main lesson and reinforce skills in differentiated, purposeful literacy station activities with reading conferences with the focus of integrating the Common Core Standards. | 1a.2.<br>Classroom Teacher<br>Literacy Coach<br>Admin<br>ESE Support Facilitators<br>Speech Pathologist | 1a.2.<br>Half-day PLC<br>Lead Literacy Team<br>Learning Walks<br>Observations | 1a.2.<br>FAIR<br>FCAT<br>SAT 10 (2)<br>Treasures Unit Assessments<br>Learning Walks Tool |
| | | 1a.3. | 1a.3.<br>Students will have the opportunity to demonstrate independent knowledge of reading skills and strategies through authentic and meaningful experiences while creating Research and Inquiry based projects. | 1a.3.<br>Classroom Teacher<br>Literacy Coach<br>Admin<br>ESE Support Facilitators<br>Speech Pathologist | 1a.3.<br>Half-day PLC<br>Lead Literacy Team<br>Learning Walks<br>Observations | 1a.3.<br>FAIR<br>FCAT<br>SAT 10 (2)<br>Treasures Unit Assessments<br>Learning Walks Tool<br>Observation document |

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| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #1b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| 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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| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. | 2a.1. | 2a.1. Utilize the 3 step explicit instruction routine for teaching vocabulary found in the reading core curriculum.  Extend and refine the instructional routine. | 2a.1. Classroom Teacher Literacy Coach Admin ESE Support Facilitators Speech Pathologist | 2a.1. Half-day PLC Lead Literacy Team Learning Walks Observations | 2a.1. FAIR FCAT SAT 10 (2) Treasures Unit Assessments Learning Walks Tool Observation document | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #2a:  By June 2013, 80% (**231**) of our students in grades 3 – 5 will score at proficiency in Reading. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 18% (**77**) of our students achieved a level 3 or above in Reading | 25% (**90**) of our students achieved a level 3 or above in Reading | | | | | |
| | | 2a.2. | 2a.2.  Make reading skills the focus of the main lesson and extend and refine skills in differentiated, purposeful literacy station activities with reading conferences. | 2a.2. Classroom Teacher Literacy Coach Admin ESE Support Facilitators Speech Pathologist | 2a.2. Half-day PLC Lead Literacy Team Learning Walks Observations | 2a.2. FAIR FCAT SAT 10 (2) Treasures Unit Assessments Learning Walks Tool Observation document | |

| | | 2a.3 | 2a.3 Students will have the opportunity to demonstrate independent knowledge of reading skills and strategies through authentic and meaningful experiences while creating Research and Inquiry based projects. | 2a.3 Classroom Teacher Literacy Coach Admin ESE Support Facilitators Speech Pathologist | 2a.3 Half-day PLC Lead Literacy Team Learning Walks Observations | 2a.3 FAIR FCAT SAT 10 (2) Treasures Unit Assessments Learning Walks Tool Observation document | |
|---|---|---|---|---|---|---|---|
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.** | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
| Reading Goal #2b: <br><br> *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **3a. FCAT 2.0: Percentage of students making Learning Gains in reading.** | 3a.1. | 3a.1. Differentiated use of MacMillan Treasures Reading Series | 3a.1. Classroom Teacher Literacy Coach Admin ESE Support Facilitators Speech Pathologist | 3a.1. Half-day PLC Lead Literacy Team Learning Walks Observations | 3a.1. FAIR FCAT SAT 10 (2) Treasures Unit Assessments Learning Walks Tool Observation document | | |
| Reading Goal #3a:<br><br>By June 2013, 80% (**231**) of our students in grades 4 and 5 will make learning gains in Reading. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 77% (128) of our students in grades 4 and 5 made learning gains in Reading. | By June 2013, 80% (**231**) of our students in grades 4 and 5 will make learning gains in Reading. | | | | | |
| | | 3a.2. | 3a.2. Teachers will analyze all formative and summative reading assessment data and track student progress. | 3a.2. Classroom Teacher Literacy Coach Admin ESE Support Facilitators Speech Pathologist | 3a.2. Half-day PLC Lead Literacy Team Learning Walks Observations | 3a.2. FAIR FCAT SAT 10 (2) Treasures Unit Assessments Learning Walks Tool Observation document | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a..3. | 3a.3. | |
| **3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.** | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |

| Reading Goal #3b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.** | 4a.1. | 4a.1. | 4a.1.<br>Classroom Teacher<br>Literacy Coach<br>Admin<br>ESE Support<br>Facilitators<br>Speech<br>Pathologist | 4a.1.<br>Half-day PLC<br>Lead Literacy Team<br>Learning Walks<br>Observations | 4a.1.<br>FAIR<br>FCAT<br>SAT 10 (2)<br>Treasures Unit<br>Assessments<br>Learning Walks Tool<br>Observation document | | |

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| Reading Goal #4a:<br><br>By 2013, 84% (**57**) of our students in the lowest 25% will make learning gains in Reading | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | 82% (137) of our lowest 25% made learning gains in the area of Reading | By 2013, 84% (**57**) of our students in the lowest 25% will make learning gains in Reading | | | | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. | |
| | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. | |

| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #4b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | |

| **5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011**<br><br>51% of our students scored non-proficient on the FCAT reading portion. | 51% of our students scored non-proficient on the FCAT reading portion. | 45% of our students will score non-proficient on the FCAT reading portion. | 40% of our students will score non-proficient on the FCAT reading portion. | 35% of our students will score non-proficient on the FCAT reading portion. | 30% of our students will score non-proficient on the FCAT reading portion. | 20% of our students will score non-proficient on the FCAT reading portion. |
|---|---|---|---|---|---|---|---|
| <ins>Reading Goal #5A:</ins><br><br>By June 2013, 80 percent of all students will achieve a level 3 or higher in reading as measured by the FCAT 2.0. Each year, a targeted level of performance will reduce the amount of students achieving a nonproficient level on FCAT by 10%. | | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #5B: By June 2013, 80% (**231**) of our students in grades 3 – 5 will score at proficiency in Reading. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | White: 53.9% proficient Black: 26.7% proficient Hispanic: 70.6% proficient Asian: 50% proficient American Indian: | White: 70% proficient Black: 50% proficient Hispanic: 75% proficient Asian: 75% proficient American Indian: | | | | | |
| | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |

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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 | |
|---|---|---|---|---|---|---|
| | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| **5C. English Language Learners (ELL) not making satisfactory progress in reading.** | 5C.1. These students previously had no access to language support at school | 5C.1. An ESOL resource teacher will push into the classroom to provide support throughout the day for these students. | 5C.1. ESOL resource teacher Administration Classroom teacher | 5C.1. Lesson Plans Walkthroughs Administrative observation | 5C.1. CELLA Administrative observation | |
| Reading Goal #5C:<br><br>*The percentage of ELL students who are not proficient in reading will decrease by 10%* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | 83.3% | 73.3% | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **5D. Students with Disabilities (SWD) not making satisfactory progress in reading.** | 5D.1.<br><br>Students with disabilities often are not receiving the specific targeted instruction to bridge the learning gap. | 5D.1.<br>Teachers will use varied assessments and diagnostic tools to triangulate data and target areas of deficiency. | 5D.1.<br>Classroom teacher<br>Literacy Coach<br>Administration | 5D.1.<br>Students will be provided varied learning opportunities. MTSS will be used to document and communicate interventions. | 5D.1.<br>FAIR<br>OPM<br>MMH assessments<br>Observations<br>Varied diagnostic tools | | |
| Reading Goal #5D:<br><br>*The percentage of ELL students who are not proficient in reading will decrease by 10%* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | *66.71%* | *50%* | | | | | |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **5E. Economically Disadvantaged students not making satisfactory progress in reading.** | 5E.1. Students are often not provided support with appropriate resources and strategies at home to decrease the learning gap. | 5E.1. A focus of the Literacy committee will be the home-school connections. Literacy events will be held throughout the year to provide support to families. | 5E.1. Reading Curriculum Committee Administration Literacy Coach | 5E.1. Reading Curriculum Committee will monitor attendance of literacy events throughout the year. | 5E.1. | | |

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| Reading Goal #5E: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| *The percentage of economically disadvantaged students who are not proficient in reading will decrease by 10%* | | | | | | |
| | 65% | 55% | | | | |
| | | 5E.2. | 5E.2 | 5E.2. | 5E.2. | 5E.2. |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 |

## Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 and Schedules (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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| | | | | | | |
|---|---|---|---|---|---|---|
| Implementation of technology in the Research & Inquiry Project Based Learning | K-5 | Media/ Technology Specialists | Teachers of Grades K-5 | Ongoing coaching | Learning Walks | Media/TechnologySpecialists LLT |
| Instruction in accessing student data online | K-5 | Admin Media/ Technology | Teachers of Grades K-5 | Ongoing coaching | | |
| Creating student data graphs | K-5 | School Psychologist | Teachers of Grades K-5 | Ongoing coaching | | |
| Monthly PLC meetings | K-5 | Admin Literacy Coach | Teachers of Grades K-5 | Ongoing coaching | | |

## Reading Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Purchase of writing journals | Writing journals for each K-5 student | Title I | $400 |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide interventions for targeted students | Site License for 10 Earobics Step1 | Title I | $1,200 |

| Provide interventions for targeted students | Site License for 10 Earobics Step 2 | Title I | $1,200 |
|---|---|---|---|
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Providing professional development in the areas of interactive writing notebooks in the content areas as well as math | Teacher stipends | Title I | $3,000 |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Reading Goals*

## Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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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 | | |
|---|---|---|---|---|---|---|---|
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.** | 1a.1. Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction | 1a.1. Spiral math centers (review content, current content, preview content). | 1a.1. Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 1a.1. PLC Meetings<br><br>Learning Walks<br><br>Grade level planning | 1a.1. FCAT<br><br>SAT 10<br><br>Core K-12<br>Learning Walks data<br><br>Go Math! Pre/Post Tests<br><br>Go Math! Beginning/End of Year Assessments<br>2 | | |

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| Mathematics Goal #1a:<br>By June 2013, our students in grades 3 – 5 will increase the proficiency level in Math from 45%(**188**) proficiency to 60% (**231**) proficiency | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| | 45% of our students in grades 3-5 (**188**) achieved proficiency in Mathematics | 60% of our students in grades 3-5 (**188**) will achieve proficiency in Mathematics | | | | | |
| | | 1a.2.<br>Depth of background knowledge of math standards.<br><br>Parental support in the areas of communication and reinforcement of Math instruction | 1a.2.<br>Student use of interactive writing notebooks to respond to math scenarios/problems in various formats. | 1a.2.<br>Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 1a.2.<br>PLC Meetings<br><br>Learning Walks<br><br>Grade level planning | 1a.2.<br>FCAT<br>SAT 10<br>Core K-12<br>Learning Walk data<br>Go Math!<br>Pre/Post Tests<br>Go Math!<br>Beginning/End of the Year Assessments | |

| | | 1a.3.<br>Depth of background knowledge of math standards.<br><br>Parental support in the areas of communication and reinforcement of Math instruction | 1a.3.<br>Use data from evaluation tools to group students for instruction. | 1a.3.<br>Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 1a.3.<br>PLC Meetings<br><br>Learning Walks<br><br>Grade Level Planning | 1a.3.<br>FCAT<br>SAT 10<br>Core K-12<br>Learning Walk data<br>Go Math!<br>Pre/Post Tests<br>Go Math!<br>Beginning/End of the Year Assessments | |
|---|---|---|---|---|---|---|---|
| **1b. Florida Alternate Assessment:** **Students scoring at Levels 4, 5, and 6 in mathematics.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Mathematics Goal #1b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |

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| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.** | 2a.1. Depth of background knowledge of math standards. | 2a.1. Spiral math centers (review content, current content, preview content) with authentic extension activities. | 2a.1. Classroom Teachers Administration ESE Support Facilitators | 2a.1. PLC Meetings Learning Walks Grade level planning | 2a.1. FCAT SAT 10 Core K-12 Learning Walk data Go Math! Pre/Post Tests Go Math! Beginning/End of the Year Assessments | | |
| Mathematics Goal #2a: By June 2013, our students in grades 3 – 5 will increase the proficiency level in Math from 45%(**188**) proficiency to 60% (**231**) proficiency | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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| | 22% of our students in grades 3-5 (**79**) achieved proficiency in Mathematics | 30% of our students in grades 3-5 (**95**) achieved proficiency in Mathematics | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2a.2. Depth of background knowledge of math standards. | 2a.2. Use data from evaluation tools to group students for instruction and provide additional/alternate extension activities for these students. | 2a.2. Classroom Teachers Administration ESE Support Facilitators Intervention Teachers | 2a.2. PLC Meetings  Learning Walks  Grade level planning | 2a.2. FCAT SAT 10 Core K-12 Learning Walk data Go Math! Pre/Post Tests Go Math! Beginning/End of the Year Assessments | |
| | | 2a.3 Depth of background knowledge of math standards. | 2a.3 Student use of interactive writing notebooks to respond to math scenarios/problems in various formats. | 2a.3 Classroom Teachers Administration ESE Support Facilitators Intervention Teachers | 2a.3 PLC Meetings  Learning Walks  Grade level planning | 2a.3 FCAT SAT 10 Core K-12 Learning Walk data Go Math! Pre/Post Tests Go Math! Beginning/End of the Year Assessments | |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.** | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |

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| Mathematics Goal #2b: _Enter narrative for the goal in this box._ | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | _Enter numerical data for current level of performance in this box._ | _Enter numerical data for expected level of performance in this box._ | | | | |
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |

| 3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics. | 3a.1. Depth of background knowledge of math standards

Parental support in the areas of communication and reinforcement of Math instruction | 3a.1. Spiral math centers (review content, current content, preview content). | 3a.1. Classroom Teachers

Administration

ESE Support Facilitators | 3a.1. PLC Meetings

Learning Walks

Grade level plannings | 3a.1. FCAT SAT 10 Core K-12 Learning Walks data Go Math! Pre/Post Tests Go Math! Beginning/End of the Year Assessments | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #3a: By June 2013, 80% (231) of our students in grades 4 and 5 will make learning gains in Math. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | #3a:<br>50% (**109**) of our students in grades 4 and 5 made learning gains | 60% (**125**) of our students in grades 4 and 5 will make learning gains | | | | |
| | | 3a.2.<br>Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction | 3a.2.<br>Use data from evaluation tools to group students for instruction.<br><br>Use data from evaluation tools to target students in need of intervention through the MTSSS process. | 3a.2.<br>Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 3a.2.<br>PLC Meetings<br><br>Learning Walks<br><br>Grade level plannings | 3a.2.<br>FCAT<br>SAT 10<br>Core K-12<br>Learning Walks data<br>Go Math!<br>Pre/Post Tests<br>Go Math!<br>Beginning/End of the Year Assessments | |
| | | 3a.3.<br>Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction | 3a.3.<br>Student use of interactive writing notebooks to respond to math scenarios/problems in various formats. | 3a.3.<br>Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 3a..3.<br>PLC Meetings<br><br>Learning Walks<br><br>Grade level plannings | 3a.3.<br>FCAT<br>SAT 10<br>Core K-12<br>Learning Walks data<br>Go Math!<br>Pre/Post Tests<br>Go Math!<br>Beginning/End of the Year Assessments | |

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

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| 4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. | 4a.1. Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction<br><br>Inadequate literacy skills for solving word problems. | 4a.1. Spiral math centers (review content, current content, preview content). | 4a.1. Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 4a.1. PLC Meetings<br><br>Learning Walks<br><br>Grade level meetings | 4a.1. FCAT SAT 10 Core K-12 Learning Walk data Go Math! Pre/Post Tests Go Math! Beginning/End of the Year Assessments | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #4a:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | | 4a.2.<br>Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction<br><br>Inadequate literacy skills for solving word problems. | 4a.2.<br>Use data from evaluation tools to group students for instruction.<br><br>Use data from evaluation tools to target students in need of intervention through the MTSSS process. | 4a.2.<br>Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 4a.2.<br>PLC Meetings<br><br>Learning Walks<br><br>Grade level meetings | 4a.2.<br>FCAT<br>SAT 10<br>Core K-12<br>Learning Walk data<br>Go Math!<br>Pre/Post Tests<br>Go Math!<br>Beginning/End of the Year Assessments | |
| | | 4a.3<br>Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction<br><br>Inadequate literacy skills for solving word problems. | 4a.3.<br>Student use of interactive writing notebooks to respond to math scenarios/problems in various formats. | 4a.3.<br>Classroom Teachers<br><br>Administration<br><br>ESE Support Facilitators | 4a.3.<br>PLC Meetings<br><br>Learning Walks<br><br>Grade level meetings | 4a.3.<br>FCAT<br>SAT 10<br>Core K-12<br>Learning Walk data<br>Go Math!<br>Pre/Post Tests<br>Go Math!<br>Beginning/End of the Year Assessments | |

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| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #4b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | |

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| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011<br><br>The 2012 FCAT 2.0 results show that forty-five percent (114) of our students are at or above grade level in math. | 55% of our students in grades 3-5 scored non-proficient on the math portion of the FCAT 2.0 | 50% of our students in grades 3-5 will score non-proficient on the math portion of the FCAT 2.0 | 45% of our students in grades 3-5 will score non-proficient on the math portion of the FCAT 2.0 | 40% of our students in grades 3-5 will score non-proficient on the math portion of the FCAT 2.0 | 35% of our students in grades 3-5 will score non-proficient on the math portion of the FCAT 2.0 | 30% of our students in grades 3-5 will score non-proficient on the math portion of the FCAT 2.0 |
|---|---|---|---|---|---|---|---|
| <u>Mathematics Goal #5A:</u><br>The 2012 FCAT 2.0 results show that forty-five percent of our students are at or above grade level in math.<br>By June 2013, our students in grades 3 – 5 will increase the proficiency level in Math from 45%(**188**) proficiency to 60% (**231**) proficiency | | | | | | | |
| 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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| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | 5B.1. Depth of background knowledge of math standards  Parental support in the areas of communication and reinforcement of Math instruction  Inadequate literacy skills for solving word problems. | 5B.1. Student use of interactive writing notebooks to respond to math scenarios/ problems in various formats. | 5B.1. Administration Classroom Teacher | 5B.1. Lesson Plans/Walkthroughs/formal observations | 5B.1. Math Pre/Post Test Data CORE K12 benchmark data | | |

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| Mathematics Goal #5B:<br>By June 2013, our students in grades 3 – 5 will increase the proficiency level in Math from 45%(**188**) proficiency to 60% (**231**) proficiency | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | White: 46.1% proficient<br>Black: 20% proficient<br>Hispanic: 30.6% proficient<br>Asian: 75% proficient<br>American Indian: | White: 60% proficient<br>Black: 50% proficient<br>Hispanic: 50% proficient<br>Asian: 80% proficient<br>American Indian: | | | | |
| | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5C. English Language Learners (ELL) not making satisfactory progress in mathematics.** | 5C.1. Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction<br><br>Inadequate literacy skills for solving word problems. | 5C.1. Student use of interactive writing notebooks to respond to math scenarios/ problems in various formats. | 5C.1. administration Classroom teacher | 5C.1. Lesson Plans/Walkthroughs/formal observations | 5C.1. Math Pre/Post Test Data CORE K12 benchmark data | | |
| Mathematics Goal #5C:<br><br>The number of ELL students who are not proficient in math will decrease by 10% | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 47% | 57% | | | | | |

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| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
|---|---|---|---|---|---|---|---|
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.** | 5D.1.<br><br>Students with disabilities often do not have the background knowledge necessary to make predictions and solve multi-step problems using authentic scenarios. | 5D.1.<br>Student use of interactive writing notebooks to respond to math scenarios/ problems in various formats. | 5D.1.<br>administration<br>Classroom teacher | 5D.1.<br>Lesson Plans/Walkthrough/formal observations | 5D.1.<br>Math Pre/Post Test data<br>CORE K12 benchmark data | | |

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| Mathematics Goal #5D:<br><br>The number of SWD students who are not proficient in math will decrease by 10% | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| | *58%* | *68%* | | | | | |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5E. Economically Disadvantaged students not making satisfactory progress in mathematics.** | 5E.1.<br>Depth of background knowledge of math standards<br><br>Parental support in the areas of communication and reinforcement of Math instruction<br><br>Inadequate literacy skills for solving word problems. | 5E.1.<br>Differentiated use of interactive writing notebooks to respond to math scenarios/ problems in various formats. | 5E.1.<br>administration classroom teacher | 5E.1.<br>Lesson Plans/Walkthrough/formal observations | 5E.1.<br>Pre/Post test data<br>CORE K12 | | |

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

| Mathematics Goal #5E:  The number of ELL students who are not proficient in math will decrease by 10% | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| | 44% | 54% | | | | | |
| | | 5E.2. | 5E.2 | 5E.2. | 5E.2. | 5E.2. | |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

*End of Elementary School Mathematics Goals*

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## Middle School Mathematics Goals

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

| Middle School Mathematics Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.** | 1a.1. | 1a.1. | 1a.1. | 1a.1. | 1a.1. | | |
| Mathematics Goal #1a:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |

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| | | 1a.2. | 1a.2. | 1a.2. | 1a.2. | 1a.2. | |
| | | 1a.3. | 1a.3. | 1a.3. | 1a.3. | 1a.3. | |
| **1b. Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Mathematics Goal #1b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |

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

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| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #2b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| 3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics. | 3a.1. | 3a.1. | 3a.1. | 3a.1. | 3a.1. | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #3a:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a..3. | 3a.3. | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3b.** <span style="color:green">**Florida Alternate Assessment:**</span> **Percentage of students making Learning Gains in mathematics.** | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |
| Mathematics Goal #3b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| **4a. FCAT 2.0:** Percentage of students in Lowest 25% making learning gains in mathematics. | 4a.1. | 4a.1. | 4a.1. | 4a.1. | 4a.1. | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #4a:  *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. | |
| | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. | |

| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #4b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | |
|---|---|---|---|---|---|---|
| Mathematics Goal #5A:<br><br>*Enter narrative for the goal in this box.* | | | | | | |
| 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 | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** | 5B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |

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

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

| Mathematics Goal #5C:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| **5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.** | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. | |

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

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

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

| Mathematics Goal #5E:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 5E.2. | 5E.2 | 5E.2. | 5E.2. | 5E.2. | |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

*End of Middle School Mathematics Goals*

**Florida Alternate Assessment High School Mathematics Goals**

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

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

| gh 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 | | |
| **1. Florida Alternate Assessment:** **Students scoring at Levels 4, 5, and 6 in mathematics.** | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Mathematics Goal #1: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |

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

| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.** | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| Mathematics Goal #2: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| 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 | | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **3. Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.** | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. | |
| Mathematics Goal #3: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 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 | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **4. Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in mathematics. | 4.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | |
| Mathematics Goal #4: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | 4.3 | 4.3. | 4.3. | 4.3. | 4.3. |

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

| Algebra EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

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

| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
|---|---|---|---|---|---|---|---|
| Algebra Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | |
| **3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | | |

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

| Algebra Goal #3A: *Enter narrative for the goal in this box.* | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 | | |
| **3B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.** | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | | |
| Algebra Goal #3B: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: | *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian: | | | | | |
| | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |

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

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

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

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

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | | |
|---|---|---|---|---|---|---|---|
| Algebra Goal #3E:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 3E.2. | 3E.2 | 3E.2. | 3E.2. | 3E.2. | |
| | | 3E.3 | 3E.3 | 3E.3 | 3E.3 | 3E.3 | |

*End of Algebra EOC Goals*

## Geometry End-of-Course Goals

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

| Geometry EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1.   Students scoring at Achievement Level 3 in Geometry. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |

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

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

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| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
|---|---|---|---|---|---|---|
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** |
| **3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2010-2011** | | | | | |
| Geometry Goal #3A:<br><br>*Enter narrative for the goal in this box.* | | | | | | |
| 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 | |

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

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

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

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | | |
|---|---|---|---|---|---|---|---|
| Geometry Goal #3E:<br><br>*Enter narrative for the goal in this box.* | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 3E.2. | 3E.2 | 3E.2. | 3E.2. | 3E.2. | |
| | | 3E.3 | 3E.3 | 3E.3 | 3E.3 | 3E.3 | |

*End of Geometry EOC Goals*

## Mathematics Professional Development

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

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

| **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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Interactive math Notebook Training | K-5 | District Office Math Department | Math K-5 | After school hours 8/30/12 | Learning Walk data PLC Meetings-teacher examples Curriculum Nights | |
| | | | | | | |
| | | | | | | |

**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 |
| Integration of Interactive Math Notebooks | Training offered by district office personnel hosted at SRES. | Title I funds | $700 |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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

| | | | |
|---|---|---|---|
| Building a foundation to learn basic math facts | First in Math | Capital funds | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | Problem-Solving Process to Increase | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| | **Student Achievement** | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.** | 1a.1.<br><br>Adequate training and access to resource materials | 1a.1.<br><br>Tier 1: Utilization of leveled Science Readers and Delta Science Readers | 1a.1.<br><br>Classroom teachers<br><br>Administration | 1a.1.<br><br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 1a.1.<br><br>Core K-12<br><br>Learning Walk Data<br><br>FCAT | | |
| Science Goal #1a:<br><br>By June 2013, 65% of our students in grade 5 will achieve proficiency in Science | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 45% of our students scored proficient in Science | 50% of our students in grade 5 will score at the proficiency level in Science | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1a.2.<br>Adequate training and access to resource materials | 1a.2.<br>Tier 1: Use of Science Lab for hands on investigation | 1a.2.<br>Classroom teachers<br>Administration | 1a.2.<br><br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 1a.2.<br>Core K-12<br><br>Learning Walk Data<br><br>FCAT | |
| | | 1a.3.<br>Adequate training and access to resource materials | 1a.3.<br>Tier 1: Differentiated use of HMH Science Fusion school online resources | 1a.3.<br>Classroom teachers<br><br>Administration | 1a.3.<br><br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 1a.3.<br>Core K-12<br><br>Learning Walk Data<br><br>FCAT | |
| **1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | |
| Science Goal #1b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.** | 2a.1. Ensuring access to enriched curriculum and instruction | 2a.1. Utilization of leveled Science Readers and Delta Science Readers Extending and refining with authentic problemsolving in intervention groups. | 2a.1. Classroom Teachers Intervention teachers Administration | 2a.1. PLC Meetings Learning Walks Lesson Plans | 2a.1. Core K-12 Learning Walk Data FCAT | | |
| Science Goal #2a: By June 2013, 65% of our students in grade 5 will achieve proficiency in Mathematics | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | 3% of our students in grade 5 achieved a level 4 or 5 in Science | 15% of our students in grade 5 will achieve a level 4 or 5 in Science | | | | | |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2a.2.<br>Ensuring access to enriched curriculum and instruction | 2a.2.<br>Differentiated use of instructional strategies in the Science Lab for hands on investigation | 2a.2.<br>Classroom Teachers<br>Intervention teachers<br>Administration | 2a.2.<br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 2a.2.<br>Core K-12<br>Learning Walk Data<br>FCAT | |
| | | 2a.3<br>Ensuring access to enriched curriculum and instruction | 2a.3<br>Differentiated use of HMH Science Fusion school online resources | 2a.3<br>Classroom Teachers<br>Intervention teachers<br>Administration | 2a.3<br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 2a.3<br>Core K-12<br>Learning Walk Data<br>FCAT | |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.** | 2b.1. | 2b.1. | 2.1. | 2b.1. | 2b.1. | | |
| Science Goal #2b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |

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

*End of Elementary and Middle School Science Goals*

## Florida Alternate Assessment High School Science Goals

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

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

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

| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
|---|---|---|---|---|---|---|
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| **2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.** | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| Science Goal #2:<br><br>*Enter narrative for the goal in this box.* | <u>2012 Current Level of Performance:*</u> | <u>2013Expected Level of Performance:*</u> | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

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

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

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

*End of Biology EOC Goals*

## Science Professional Development

| **Professional Development** | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| (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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Increase teacher awareness & usage of online component of the Fusion materials | K-5 | Jeff Guerra | School-wide | Fall 2012 | PLC meetings Learning Walks Grade level meetings | |
| | | | | | | |
| | | | | | | |

## 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 |
| Continued Coaching of online resources | In-House teacher trainers | n/a | n/a |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |

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

| Professional Development | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Science Goals*

## Writing Goals

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

| **Writing Goals** | **Problem-Solving Process to Increase Student Achievement** | | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1a. FCAT:**<br>**Students scoring at Achievement Level 3.0 and higher in writing.** | 1a.1.<br>Students are not provided with the opportunities to engage<br>in in-depth extended writing. | 1a.1.<br>Utilize interactive writing notebooks | 1a.1.<br>Classroom teachers<br>Literacy Coach<br>Administration | 1a.1.<br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 1a.1.<br>MMH Holistic Scoring Guide<br><br>Writing Across the Curriculum Rubrics<br><br>FCAT | | |
| Writing Goal #1a:<br>By June, 2013, 80% of our students in grade 4 will achieve proficiency in Writing. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 63% of our students achieved proficiency in Writing. | 80% of our students in grade 4 will achieve proficiency in Writing. | | | | | |
| | | 1a.2.<br>Students are not provided with the opportunities to engage<br>in in-depth extended writing. | 1a.2.<br>Tier 1: Implementation of Writer's Workshop, including extensive modeling of the writing process and Writing Conferencing using the example of Anchor Papers. | 1a.2.<br>Classroom teachers<br>Literacy Coach<br>Administration | 1a.2.<br>PLC Meetings<br><br>Learning Walks<br><br>Lesson Plans | 1a.2.<br>MMH Holistic Scoring Guide<br><br>Writing Across the Curriculum Rubrics<br><br>FCAT | |

| | | 1a.3. Students have limited opportunity to engage in adequate content specific writing | 1a.3. Tier 1: Utilizing writing strategies across the curriculum | 1a.3. Classroom teachers Literacy Coach Administration | 1a.3. PLC Meetings  Learning Walks  Lesson Plans | 1a.3. MMH Holistic Scoring Guide  Writing Across the Curriculum Rubrics  FCAT | |
|---|---|---|---|---|---|---|---|
| **1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Writing Goal #1b:  *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |

## Writing Professional Development

| **Professional Development (PD) aligned with** | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| **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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Writing Across the Curriculum Rubrics | K-5 | Lead Literacy Team | K-5 Teachers | Fall 2012 | Learning Walks PLC Meetings (sample sharing) | Administration Lead Literacy Team |
| GTES Interactive Notebook Training | K-5 | Lead Literacy Team | K-5 Teachers | Teacher Planning Week 2012 | Learning Walks PLC Meetings (sample sharing) | Administration Lead Literacy Team |
| | | | | | | |

## Writing Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Purchasing student notebooks | Notebooks | Title I | |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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

| | | | |
|---|---|---|---|
| Primary writing PD | Melissa Forne | Title I | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Writing Goals*

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

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

| **Civics  EOC Goals** | **Problem-Solving Process to Increase Student Achievement** | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1.   Students scoring at Achievement Level 3 in Civics.** | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |

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

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

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

|  | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
|  |  | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |  |
|  |  | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |  |

## Civics Professional Development

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

## Civics Budget (Insert rows as needed)

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

| Strategy | Description of Resources | Funding Source | Amount |
|---|---|---|---|
| | | | |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Civics Goals*

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

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

| U.S. History  EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

## 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 | | |
|---|---|---|---|---|---|---|---|
| **1. Students scoring at Achievement Level 3 in U.S. History.** | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| U.S. History Goal #1:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
|---|---|---|---|---|---|---|---|
| U.S. History Goal #2:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

## U.S. History Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity<br>Please note that each Strategy does not require a professional development or | | | | | | |
|---|---|---|---|---|---|---|

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

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

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

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

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

| | Total: | | | |
|---|---|---|---|---|

*End of U.S. History Goals*

## Attendance Goal(s)

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

| Attendance Goal(s) | Problem-solving Process to Increase Attendance | | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 1. Attendance | 1.1. Students with excess Tardiness/early dismissal do not have accountability for being at school. | 1.1. Students will be tracked for excess tardiness/early dismissal. Teachers and student service staff members will monitor tardies and make home contact for students with excess tardies. | 1.1. Guidance Counselor Social Worker Administration | 1.1. Student tardies will be monitored in TERMS and information cards. | 1.1. TERMS Student information cards | |
| Attendance Goal #1: **While the attendance rate at Gulftrace Elementary is almost 96%, 246 students had excessive absences of 10 days or more.** | 2012 Current Attendance Rate:\* | 2013 Expected Attendance Rate:\* | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *ADM of 96%* | *By 2013, ADM will be at least 96% with less than 200 students with excessive absences of 10 days or more* | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | |
| | *246 students had excessive absences.* | *By 2013, ADM will be at least 96% with less than 200 students with excessive absences of 10 days or more* | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | |
| | *58 students had excessive tardies* | *By 2013, less than 40 students will have excessive tardies.* | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

| | | | | | |
|---|---|---|---|---|---|
| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)** | | | | | |

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

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

## Attendance Budget (Insert rows as needed)

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

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| | | | |
|---|---|---|---|
| **Subtotal:** | | | |
| **Total:** | | | |

<span style="color:red">*End of Attendance Goals*</span>

## Suspension Goal(s)

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

| Suspension Goal(s) | Problem-solving Process to Decrease Suspension | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1. Suspension** | 1.1. Parental support of positive behavior system as well as consistent behavior offenders for students who ride the school bus. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Suspension Goal #1:<br><br>*The total number of Out of School Suspensions will decrease by 25% and the percentage of In School Suspensions will remain at 0.* | 2012 Total Number of In –School Suspensions | 2013 Expected Number of In- School Suspensions | | | | | |
| | 0 | 0 | | | | | |

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

| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In -School | | | | |
|---|---|---|---|---|---|---|
| | *0* | *0* | | | | |
| | 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | |
| | *29* | *15* | | | | |
| | 2012 Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | |
| | *17* | *10* | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Suspension Professional Development

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

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

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

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

*End of Suspension Goals*


## Dropout Prevention Goal(s)

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

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

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

| Dropout Prevention Goal(s) | Problem-solving Process to Dropout Prevention | | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| **1. Dropout Prevention** <br><br> <u>Dropout Prevention Goal #1:</u> <br> *Please refer to the percentage of students who dropped out during the 2011-2012 school year.* | 1.1. <br> Low community involvement, lack of presenters | 1.1. <br> Students will learn and experience varied career choices through the Great American Teach-In | 1.1. <br> Great American Teach-In Coordinator <br><br> Classroom Teachers | 1.1. <br> Students will actively participate in presentations. | 1.1. <br> Sign-up sheets from Great American Teach-In | |
| **\*Please refer to the percentage of students who dropped out during the 2011-2012 school year.** | <u>2012 Current Dropout Rate:\*</u> | <u>2013 Expected Dropout Rate:\*</u> | | | | |
| | All students at the elementary level have mandatory attendance. | Students can not drop out of elementary school. (N/A) | | | | |
| | <u>2012 Current Graduation Rate:\*</u> | <u>2013 Expected Graduation Rate:\*</u> | | | | |
| | | It is expected that students will be given the academic support to be promoted. | | | | |

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

| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
|---|---|---|---|---|---|---|---|
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

## Dropout Prevention Professional Development

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

## 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 |
| Positive Reward System | Motivational Items and programs | Title I | $300 |
| | | | |
| **Subtotal:** | | | |

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

| Technology | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

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

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

| Parent Involvement Goal(s) | Problem-solving | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| **Process to Parent Involvement** | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1. Parent Involvement**<br><br>Parent Involvement Goal #1:<br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | 1.1. | 1.1.<br>Continuation of Parent Volunteer Orientation | 1.1.<br>Administration<br><br>Teachers<br><br>Parent Involvement Coordinator | 1.1.<br>Attendance will be monitored throughout the year | 1.1. | | |
| *Enter narrative for the goal in this box.* | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| | *Enter numerical data for current level of parent involvement in this box.* | *Enter numerical data for expected level of parent involvement in this box.* | | | | | |
| | | 1.2. | 1.2.<br>Implementation ofParent Resource Center | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

## Parent Involvement Professional Development

| **Professional Development** | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

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

## Parent Involvement Budget

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

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

| Strategy | Description of Resources | Funding Source | Amount |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| Other |  |  |  |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| **Total:** |  |  |  |

*End of Parent Involvement Goal(s)*

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

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

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

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

| STEM Goal #1:<br><br>Gulf Trace Elementary had forty-six percent of fifth grade students score an achievement level of three or above in Science, as measured by the 2012 FCAT assessment. | 1.1.<br>Limited background knowledge of scientific concepts and limited hands-on experiences with scientific processes | 1.1.<br>Partnership has been developed with local businesses on scientific topics. Students will experience more hands-on experiments both in class as well as the science lab. Virtual lab experiences will be provided to students, | 1.1.<br>Administration, Science Liaison, District science Title I support | 1.1.<br>Observations, walk throughs, participation in field trips | 1.1.<br>Houghton Mifflin Harcourt Fusion Science Assessments, Core K-12, Interactive Notebook, Observational data from Science Lab experiences |
|---|---|---|---|---|---|
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## STEM Professional Development

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

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |

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

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

| Total: | | | |
|---|---|---|---|

*End of STEM Goal(s)*

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

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

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

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

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

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

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

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

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

| Strategy | Description of Resources | Funding Source | Amount |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| Professional Development |  |  |  |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| Other |  |  |  |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| **Total:** |  |  |  |

*End of CTE Goal(s)*

## Additional Goal(s)

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

| Additional Goal(s) | Problem-Solving Process to Increase Student |  |  |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

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

| Based on the analysis of school data, identify and define areas in need of improvement: | Achievement | | | | | | |
|---|---|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1. Additional Goal** | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Additional Goal #1:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level :*<br><br>*Enter numerical data for current goal in this box.* | 2013 Expected Level :*<br><br>*Enter numerical data for expected goal in this box.* | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

## Additional Goals Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

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

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

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

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

| Strategy | Description of Resources | Funding Source | Amount |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| Other |  |  |  |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| **Total:** |  |  |  |

*End of Additional Goal(s)*

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

| Please provide the total budget from each section. |
|---|
| **Reading Budget** |
| Total: |
| **Mathematics Budget** |
| Total: |
| **Science Budget** |
| Total: |
| **Writing Budget** |
| Total: |
| **Attendance Budget** |
| Total: |

| Suspension Budget | |
|---|---|
| | Total: |
| **Dropout Prevention Budget** | |
| | Total: |
| **Parent Involvement Budget** | |
| | Total: |
| **Additional Goals** | |
| | Total: |
| | |
| | Grand Total: |

**eva**

## Differentiated Accountability

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

| School Differentiated Accountability Status | | |
|---|---|---|
| ☐Priority | ☐Focus | ☐Prevent |

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

## School Advisory Council (SAC)

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

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

*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. |
| The School Advisory Council will participate in varied curriculum discussions such as the new Social Studies series as well as instructional strategies associated with LFS and Marzano concepts. The council will also investigate how the school stakeholders can work to support the community through various projects. |

| Describe the projected use of SAC funds. | Amount |
|---|---|
| There are no funds available at this time. |  |
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