

# 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: Cottondale Elementary School	District Name: Jackson
Principal: Brenda R. Jones	Superintendent: Lee W. Miller
SAC Chair: Zanda S. Warren	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**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Brenda R. Jones	BA Elementary Education, Early Childhood: MA Administration/Supervision K-12	17	5	2008-2009: Curriculum Specialist of Cottondale Elementary School, School Grade “A”, Students achieving Reading mastery 80%, Math mastery 81%, Lowest 25% making learning gains in Reading 69%, in Math 61%, AYP not met.  2009-2010: Curriculum Specialist of Cottondale Elementary School, School Grade “B”, Students achieving Reading mastery 71%, Math mastery 81%, Lowest 25 % making learning gains in Reading 51%, in Math 58%, AYP not met.

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

					<p>2010-2011: Curriculum Specialist of Cottondale Elementary School, School Grade "A", Students achieving Reading mastery 77%, Math mastery 84%, Lowest 25% making learning gains in Reading 53%, in Math 70%, AYP not met.</p> <p>2011-2012: Principal of Cottondale Elementary School, School Grade "B", Students achieving Reading mastery 66%, Math mastery 68%, Lowest 25% making learning gains in Reading 67%, in Math 35%.</p>

**Highly Effective Instructional Coaches**

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

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

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

**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. Recruit-Jackson County works with Chipola College to require newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.	Deputy Superintendent-Larry Moore; Director of Elementary and Early Education-Cheryl McDaniel; Principal-Brenda R. Jones	August 2012-June 2013	
2. Retain-Newly hired teachers are provided a mentor and district support through the beginning teacher program.	Director of Elementary and Early Education-Cheryl McDaniel; Principal-Brenda R. Jones	July 2012-June 2013	
3. Retain-Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.	Director of Elementary and Early Education-Cheryl McDaniel; Supervisor of Federal Programs-Michael Kilts; Principal-Brenda R. Jones	July 2012-June 2013	
4. Retain-provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers.	Director of Elementary and Early Education-Cheryl McDaniel; Supervisor of Federal Programs-Michael Kilts; Principal-Brenda R. Jones	July 2012-June 2013	
5. Retain-Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.	Director of Elementary and Early Education-Cheryl McDaniel; Teacher Evaluation Manager-Don Wilson; Principal-Brenda R. Jones	September 2012-June 2013	

***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

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

### 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
36	5.6% (2)	30.6% (11)	16.7% (6)	47.2% (17)	41.7% (15)	100% (36)	5.6% (2)	8.3% (3)	19.4% (7)

### 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
Pam Toole	Lindsey Engstrom	Mrs. Toole is a highly qualified veteran teacher with more than 15 years of experience.	<ol style="list-style-type: none"> <li>1. Principal will meet with mentee to discuss expectations for upcoming year</li> <li>2. District beginning teacher program</li> <li>3. Principal will continue to meet as needed with mentee and/or mentor</li> </ol>
Katie Mathis	Erica Barnes-Intern (spring semester)	Mrs. Mathis is a highly qualified veteran teacher with 6 years of experience.	<ol style="list-style-type: none"> <li>1. Principal will meet with mentee to discuss expectations for upcoming year</li> <li>2. District beginning teacher program</li> <li>3. Principal will continue to meet as needed with mentee and/or mentor</li> </ol>
Lisa Taylor	Tracy Goodwin	Mrs. Taylor is a highly qualified veteran teacher with 6 years of experience.	<ol style="list-style-type: none"> <li>1. Principal will meet with mentee to discuss expectations for upcoming year</li> </ol>

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

			<ol style="list-style-type: none"> <li>2. District beginning teacher program</li> <li>3. Principal will continue to meet as needed with mentee and/or mentor</li> </ol>
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**Additional Requirements**

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

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

<p>Title I, Part A</p> <p>Services are provided to ensure students receiving additional remediation are assisted through services such as after-school program. The district coordinates with Title II, Title VI, and School Improvement Initiative to ensure staff development needs are provide.</p>
<p>Title I, Part C- Migrant</p> <p>Migrant Liaison provides services and support to students and parents. Established collaboration includes but is not limited to: a) supplemental educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs. In home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.</p>
<p>Title I, Part D</p> <p>Supplemental support is provided for our Teen Parenting Program with the addition of a computer lab and a paraprofessional and Level I and Level II middle/high school students with access to Classworks.</p>
<p>Title II</p> <p>To improve and increase teacher' knowledge of academic subjects and enable teachers to become highly qualified. Give teachers and principals the knowledge and skills to help</p>

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

<p>students meet challenging State academic standards. Improve classroom management skills by: Making sure the in-services or trainings are sustained, intensive and classroom-focused and are not one-day or short-term workshops. To provide incentives for teachers to add reading endorsement to their certificates. Funds were used pay the salaries for extra teachers to help reduce the teacher student ratio and 6 teachers received \$2400.00 as a one-time bonus for adding reading endorsement to their certificate. Funds were also used to provide supplement professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects.</p>
<p>Title II N/A</p>
<p>Title X- Homeless Homeless District Liaison works with schools to provide resources for students who identified as identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) Funds are provided to enrich the remediation opportunities for students.</p>
<p>Violence Prevention Programs The district promotes a Safe Drug Free Environment at all schools and enforces an Anti-Bullying Policy.</p>
<p>Nutrition Programs Our district adopted the Jackson County Wellness Policy focusing on Nutrition Education, Nutrition Guidelines, Physical Activity and Wellness Activities.</p>
<p>Housing Programs N/A</p>
<p>Head Start The school district of Jackson County provides early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary Pre-K and Exceptional Student Education. Early Head Start serves children from birth to 3 years old who meet eligibility requirement mandated by federal regulations. Early Head Start in Jackson County grants priority and</p>

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

<p>ensures to children of mothers who participate in the district' Teenage Parenting Program.                  The Jackson County School District Pre-Kindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student programs at six different schools. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff, implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.</p>
<p><b>Adult Education</b></p> <p>Adult Education offers programs in: Adult Basic Education, High School Credit Completion and General Educational Development Study.</p>
<p><b>Career and Technical Education</b></p> <p>Career and Technical Education programs integrate essential skills in an applied setting, this strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346 (Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE department and the Career and Technical Education departments.</p>
<p><b>Job Training</b></p>
<p><b>Other</b></p>

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

<b>School-Based MTSS/RtI Team</b>
<p>Identify the school-based MTSS Leadership Team.</p> <p>Instructional Leader: Brenda Jones, Principal                      Team Leader: Zanda Warren                      Data Mentor: Becky Hopkins                      Content Specialist: Reva Reynolds                      Staff Liaison: Judy Bailey                      Record Keeper: Zanda Warren                      SLP: Debbie Paramore                      Behavior Specialist: Roberta Griffith</p>



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

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?

Jackson County schools utilize a multi-tiered system of supports (MTSS) for implementing problem-solving response to intervention. Each school has identified a school-based Student Support Team (SST), which meets regularly and engages in a 4-step, data-based problem solving method to:

- Identify Problems in (Tier 1 ALL, Tier 2 SOME, Tier 3 FEW)
- Analyze Problems in (Tier 1 ALL, Tier 2 SOME, Tier 3 FEW)
- Design Intervention Plans for (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)
- Evaluate student(s) response to intervention in (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)

### **SST Roles/functions**

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, collaborates and provides training as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, announces agreed-upon time periods for discussion and other activities, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training when needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist – as needed –assists in developing interventions for speech/language concerns—provides training as needed to interventionists

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, positive behavior support teams, and professional learning teams to analyze areas of need in academic/behavioral domains, and initiates instructional modifications as needed to increase student achievement for all students.

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?

Members of the SST meet three times a year after universal screenings to engage in data-based problem solving to evaluate the goals of the SIP and target core, supplemental and individual student needs. The results are shared with the SAC.

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

<b>MTSS Implementation</b>
<u>T1, T2, T3</u> PMRN/FAIR reports (reading), JCPA(reading & math K-2), ThinkLink (math), Performance Matters (reading, math, science, writing, discipline) Pinnacle (reading, math, science), District Writing, Office Discipline Referrals/TERMS
Describe the plan to train staff on MTSS.  The Staff Liaison on the SST will continue to collaborate with grade groups on the PS/RtI process. District PS/RtI Coordinator will continue to provide training and consultation with the school-based SST throughout the school year. New teachers will receive training on PS/RtI process as needed.
Describe plan to support MTSS.  MTSS will be supported through district wide trainings, as well as onsite trainings and consultation, and through collaboration with all other school-based teams focusing on improve student achievement.

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

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT)  Brenda Jones, Principal Zanda Warren, Curriculum Michaeline Sheffield, Kindergarten grade chair Kandi Elrod, 1 <sup>st</sup> grade chair Katie Mathis, 2 <sup>nd</sup> grade chair Sharese Clark, 3 <sup>rd</sup> grade chair Holley Sweet, 4 <sup>th</sup> grade chair Tracy Zick, 5 <sup>th</sup> grade chair Dania Brown, Reading Endorsed

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

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

School-based Literacy Leadership Team (LLT) meets once a semester or on an as needed basis. The primary focus of the LLT this year is to promote Reading and Literacy across curriculum and content areas. The LLT is lead by Katie Mathis, 2<sup>nd</sup> Grade Chair person. The team reviews current research and examines school FAIR, STAR, and THINKLINK data. The LLT will use this data to gain insight and information on Reading best teaching practices. The LLT will use this information to share best practices with the faculty through lesson studies.

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

The LLT plans to focus on encouraging reading at Cottondale Elementary School this year. All students will participate for at least 15 minutes every afternoon in Accelerated Reading time. This time has been set aside on the master schedule for every grade level. The LLT will meet to discuss ideas to promote the independent reading through the Accelerated Reading Program. These ideas will be presented to the faculty.

### **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.

PreK visits kindergarten classrooms in May 2013. The following activities are planned to assist with preschool transition: 1) PreK children visit Kindergarten in small groups, one group in each of the four Kindergarten classes, 2) Play with children in centers for 30 minutes, 3) Kindergarten teacher reads to PreK students and talk about Kindergarten, 4) the dates PreK and Kindergarten teachers discuss school readiness will be May 2013. Parents of upcoming students will meet in CES Media Center to discuss the upcoming school year with Kindergarten teachers, district personnel, and CES Administration. The end of the year Comprehensive Family Conference date will be May 2013 for Mrs. Kent's PreK class.

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			Lack of transportation for extended learning opportunities	Provide transportation through a grant to increase student participation in extended learning.	Michael Kilts	Review participation rates; review FCAT data	FCAT 2013 and FCAT retake data
<b>Reading Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
55% (112-205) of the 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders will score a level 3 on the 2013 FCAT Reading Assessment.	33% (70 out of 212) of the 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders scored a level 3 on 2012 FCAT Reading Assessment	55% (112-205) of the 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders will score a level 3 on the 2013 FCAT Reading Assessment.					
			Students have a lack of background knowledge to bring ideas and understanding to what they are reading.	Provide real-world hands on examples to provide students with concrete experiences to connect with their reading. Use technology to provide students with virtual experiences via the internet, United Streaming and virtual field trips.	Classroom Teachers	Evaluate open ended questions, review journal entries, unit based projects	Thinklink Assessment given 3 times per year, Benchmark assessments, selection tests, and 2013 FCAT Reading Assessment.
			Vocabulary Development	Implicit vocabulary instruction using Elements of Reading Vocabulary  As recommended per SAC list of vocabulary enrichment words will be sent home to parents.  Differentiated instruction as per reading consultant	Kathy Orapollo-Reading Consultant	ThinkLink progress monitoring, vocabulary testing	ThinkLink progress monitoring, 2013 FCAT Reading Assessment
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			Ib.1.	Ib.1.	Ib.1.	Ib.1.	Ib.1.

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

<b>Reading Goal #1b:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>			The lack of enrichment opportunities	Classroom teachers will provide enrichment activities through instruction, learning centers, and small group instruction and computer lab using Education City.	Classroom teachers	Weekly assessments, ThinkLink (progress monitoring tool), Principal observations, and FAIR results.	FCAT Reading 2013
<b>Reading Goal #2a:</b> 40% (82 out of 205) will maintain or increase their proficiency level 4 or 5.	<b>2012 Current Level of Performance:*</b> 28% (59 out of 212) students in grades 3, 4, & 5 achieved above proficiency (FCAT 4 & 5) level in reading.	<b>2013 Expected Level of Performance:*</b> 40% (82 out of 205) will maintain or increase their proficiency level 4 or 5.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3.	2a.3.	2a.3.	2a.3.	2a.3.
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
<b>Reading Goal #2b:</b> <i>Enter narrative for the</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					

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

goal in this box.	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
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>			Need more time during the day for remediation.	To provide 30 minutes of remediation daily by remediation teacher in addition to 30 minutes in class remediation.	Administrator, Dania Brown-Remediation teacher; Classroom teacher	ThinkLink (progress monitoring tool), Principal observations, evaluations, and data chats with remediation teacher	2013 FCAT Reading Assessment
<b>Reading Goal #3a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
71% (145 out of 205) of students will be expected to make learning gains in 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grades.	66% (139 students) or our 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders made learning gains in reading.	71% (145 out of 205) of students will be expected to make learning gains in 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grades.					
			Large number of remediation students.	Remediate during the wheel. Classroom teacher will also help with remediation by using mini-lessons and assessments. Data chats with teacher-students and teacher-administrator. Team planning for better detail instructions. Utilization of RTI process to decrease the large number of students needing remediation.	Administrator; Classroom teacher; Remediation teacher	Mini-lesson/Focus skill assessment. ThinkLink results (3 during the year). Reports from Education City and Study Island computer programs.	2013 FCAT Reading Assessment
			Lack of high interest in reading.	Teachers will promote reading by implementing	Classroom teachers; Media specialist	Accelerated Reading, book reviews/reports, documentation of D.E.A.R.	STAR, AR Assessments

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

			D.E.A.R. (Drop Everything and Read) into daily schedule.			
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>		3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>		Time on the schedule to remediate properly.	Place the remediation on the wheel. Implement new curriculum materials and supplies for comprehension and vocabulary studies. Differentiated Instruction will be implemented in every classroom K-5. Computer programs such as Education City and Study Island will be used to support the core curriculum and raise the number of students making learning gains.	Administrator; Classroom teacher; Remediation teacher	Increase scores on ThinLink (progress monitoring tool). Increase productivity on computer program reports such as Education City-reading and FAIR (Level 1 and 2 students only).	2013 FCAT Reading Assessment, FAIR, ThinkLink
Reading Goal #4a: To decrease the number of students in the lowest 25% by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	The 2012 FCAT results showed 67% of the lowest 25% made learning gains in reading.	At least 72% of students in the lowest 25% will show learning gains on the 2013 FCAT Reading Assessment.				
		Students have a lack of background knowledge to bring ideas and understanding to what they are reading.	Provide real-world hands on examples to provide students with concrete experiences to connect with their reading. Use technology to provide students with virtual experiences via the internet using United	Classroom teachers	Evaluate open-ended questions, review journal entries, unit based project	ThinkLink assessment given three times per year; benchmark assessments; selection tests; and 2013 FCAT Reading Assessment



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

			Streaming.				
		Retention of information taught throughout the school year.	Instruction specific curriculum will be offered on Saturdays before FCAT testing, to review information that had been previously taught throughout the year.	Zanda Warren-Curriculum Specialist; 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grade teachers.	Saturday school sign in sheets, parental/student surveys		2013 FCAT Reading Assessment
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b>		4b.1.	4b.1.	4b.1.	4b.1.		4b.1.
Reading Goal #4b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.		4b.2.
		4b.3.	4b.3.	4b.3.	4b.3.		4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 53% of CES Students scored a Level 3 or higher in Reading. WHITE-60% BLACK-30% ED-48% SWD-19%	59% of CES students scored at proficiency level or above in Reading. *WHITE-65% *BLACK-47% *ED-55% *SWD-43%	For 2012-2113 61% of CES students will be at proficiency level or above in Reading. *WHITE-67% *BLACK-42% *ED-57% *SWD-33%	For 2013-2014 65% of CES students will be at proficiency level or above in Reading. *WHITE-70% *BLACK-48% *ED-61% *SWD-39%	For 2014-2015 69% of CES students will be at proficiency level or above in Reading. *WHITE-73% *BLACK-53% *ED-65% *SWD-46%	For 2015-2016 73% of CES students will be at proficiency level or above in Reading. *WHITE-77% *BLACK-59% *ED-70% *SWD-53%	For 2016-2017 77% of CES students will be at proficiency level or above in Reading. *WHITE-80% *BLACK-65% *ED-74% *SWD-60%
Reading Goal #5A:  By 2016-2017 CES will decrease non-proficient students by 50%.							

**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
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			White: Black: Hispanic: Asian: American Indian: Both white and black students have a lack of background knowledge to bring ideas and understanding to what they are reading.	Provide real-world hands on examples to provide students with concrete experiences to connect with virtual experiences via the internet, United Streaming, and virtual field trips.	Zanda Warren-Curriculum Specialist	ThinkLink (progress monitoring assessment), FAIR (Level 1 and 2 students)	ThinkLink (progress monitoring assessment), 2013 Reading FCAT Assessment
<b>Reading Goal #5B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
For 2013, our goal is to increase the number of black and white students to show an increase in reading mastery by 10% .	White: 57 out of 156 (36%) Black: 20 out of 40 (50%) Hispanic: Asian: American Indian:	White:46% Black:60% Hispanic: Asian: American Indian:					
			Vocabulary development	Implicit vocabulary instruction using the Elements of Vocabulary Curriculum and Differentiated Instruction as per reading consultant	Zanda Warren-Curriculum Specialist	ThinkLink (progress monitoring assessment), Vocabulary testing	ThinkLink (progress monitoring assessment), 2013 Reading FCAT Assessment
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Reading Goal #5C:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	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.

**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
<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p> <p><b>Reading Goal #5D:</b></p> <p>On the 2013 Reading FCAT, the number of students with disabilities not scoring at proficiency level will decrease by 10%.</p>	<p>Students have a lack of background knowledge to bring ideas and understanding to what they are reading.</p>	<p>Provide real-world hands-on examples to provide students with concrete experiences to connect with their reading. Use technology to provide students with virtual experiences via the internet, United Streaming, and virtual field trips.</p>	<p>Classroom teachers</p>	<p>Evaluate open-ended questions, review journal entries, unit based projects</p>	<p>ThinkLink Assessment given three times per year, benchmark assessments, selection tests, 2013 FCAT Reading Assessment</p>
<p>On the 2012 FCAT Reading, more than 57% of SWD showed learning gains, and 21% scored at or above level 3.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>On the 2013 Reading FCAT, the number of students with disabilities not scoring at proficiency level will decrease by 10%.</p>		
	<p>Vocabulary development</p>	<p>Implicit vocabulary instruction using the Elements of Reading Vocabulary</p> <p>Differentiated Instruction as per reading consultant</p>	<p>Zanda Warren-Curriculum Specialist</p>	<p>ThinkLink (progress monitoring), vocabulary testing</p>	<p>ThinkLink (progress monitoring), 2013 FCAT Reading Assessment</p>
	<p>More computer lab time for supplemental instruction</p>	<p>To add ESE reading classes to computer schedule more often. Interventions will be assessed and discussed with reading consultant throughout the school year. The used of differentiated instruction in reading using the LEXIA program.</p>	<p>ESE Teacher, general education teacher, computer lab instructor, Zanda Warren-Curriculum Specialist</p>	<p>Education City-Reading reports, ThinkLink results (three times a year), LEXIA reports, and mini-focus skill assessments</p>	<p>2013 FCAT Reading Assessment</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>Large number of students identified as economically disadvantaged causing</p>	<p>To place part of the remediation of economically</p>	<p>Wheel remediation teacher, general education classroom teacher</p>	<p>Grade group discussions; principal observation and evaluations; weekly assessments and mastery of mini-focus skills</p>	<p>2013 FCAT Reading Assessment</p>

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

<p><b>Reading Goal #5E:</b> On the 2013 FCAT Reading, 65% (102) of Economically Disadvantaged Students will score at or above proficiency level.</p>	<p><b>2012 Current Level of Performance:*</b></p>	<p><b>2013 Expected Level of Performance:*</b></p>	<p>problems with scheduling remediation and size of remediation group.</p>	<p>disadvantaged student on the wheel; cluster/strands/skills will be addressed in small groups. Differentiated instruction will increase the number of students served and in less time. Small group classroom remediation of 30-45 minutes will be given in addition to wheel remediation. Differentiated small group instruction, revised remediation curriculum, utilization of resource teachers within the school helping with remediation, intervention with reading consultant, and computer software programs designed to support classroom instruction of specific skills, will all be used to enhance student growth.</p>			
	<p>On the 2012 FCAT Reading, 55% scored at or above proficiency level.</p>	<p>On the 2013 FCAT Reading, 65% (102) of Economically Disadvantaged Students will score at or above proficiency level.</p>					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

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

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

Lesson Study: The Art and Science of Teaching: Robert J. Marzano	All Instructional Staff K-5	Brenda Jones Zanda Warren	School-wide	Throughout the 2012-2013 year	Bi-Monthly Meetings Discussing book Chapters	Brenda Jones Zanda Warren
Common Core: Close Reading/Informational Text	Kindergarten-5th Grade Teachers	Kathy Orapollo	Kindergarten, 1st, 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5th Grade Teachers	June 11-14 2012	Grade Group Meetings/Student Testing Reports	Brenda Jones Zanda Warren
DOE Common Core State Standards Summer Institute	2 <sup>nd</sup> and 4 <sup>th</sup> Grade Teachers	DOE	2 <sup>nd</sup> & 4 <sup>th</sup> Grade Teachers	July 9-12, 2012	Faculty Implementation	Brenda Jones Zanda Warren
Core Reading Program Alignment	Kindergarten & 1 <sup>st</sup> Grade Teachers	Kathy Orapolla	Kindergarten and 1 <sup>st</sup> Grade Teacher Curriculum Specialist	July 26, 2012	Grade Group Meetings/Alignment of Core Reading Program	Brenda Jones Zanda Warren

### 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
Phonics Based Intervention for the struggling reader	LEXIA	Title 1 Part A	\$6,000.00
Comprehensive Informational Resources	Newsbank	Title 1 Part A	\$1000.00
Curriculum for remediation students targeting subgroups	Just Right Reading	School Discretionary (3101)	\$1,510.32
Increase student knowledge for students in grades 3-5	Supplemental Reading Books/Florida Ready	School Discretionary (3101)	\$2,497.00
Provide Students with Informational Text Books	Common Core Book Bundle	School Discretionary (3101)	\$4,987.00
			<b>Subtotal: \$15,994.32</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
To implement technology into classroom enhancing student learning and interaction	5 projectors and screens	½ Cents Sales Tax	\$8,350.00

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

				<b>Subtotal: \$8,350.00</b>
<b>Professional Development</b>				
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>	
Implementation of Common Core Standards	DOE Common Core State Standards Summer Institute	Race to Top (RTT)	\$2,000.00	
To develop reading center activities	Dr. Beverly Tyner, Reading Center Activities	School Discretionary (3101)	\$1,600.00	
To align Core Reading Program with the Common Core Standards	Lead Teacher Training	School Discretionary (3101)	\$300.00	
				<b>Subtotal: \$3,900.00</b>
<b>Other</b>				
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>	
				<b>Subtotal: \$0.00</b>
				<b>Total: \$28,244.32</b>

*End of Reading Goals*

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

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

<b>1. Students scoring proficient in Listening/Speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>CELLA Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b> <i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in Reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Percent of Students Proficient in Reading :</b> <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in Writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #3:</b> <i>Enter narrative for the goal in this</i>	<b>2012 Current Percent of Students Proficient in Writing :</b>					

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

box.	Enter numerical data for current 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

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

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



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

	<b>Subtotal:</b>
	<b>Total:</b>

*End of CELLA 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				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			Lack of transportation for extended learning opportunities	Provide transportation through a grant to increase student participation in extended learning	Michael Kilts	Review participation rates; review FCAT data	FCAT 2013 Math Assessment and FCAT retake data
<b>Mathematics Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
On the 2013 FCAT Math assessment 42% (86 out of 205) of 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Grade students will score a level 3.	30% of students (65 out of 212) scored a level 3 on FCAT Mathematics Assessment.	On the 2013 FCAT Math assessment 42% (86 out of 205) of 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Grade students will score a level 3.					
			Students lack the necessary skills needed to answer high complexity questions which are required by the New Generation “Big Idea” math	1.) Teachers will implement higher order questioning during guided instruction time. 2.) Evaluation tools will be modified to include more higher-order complexity	Classroom teachers, Brenda Jones-Principal, Zanda Warren-Curriculum Specialist	Effectiveness will be discussed at regular grade group meetings, principal observations, and evaluations.	Mid-Chapter/end of chapter assessments, mini benchmark assessments, ThinkLink Assessment (three times a year), and 2013 FCAT Math Assessment

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

			standards.	questions.			
			Lack of parental involvement due to inability to assist with homework	School will host a parent night in which parents will receive strategies to assist the child with math homework. Math consultant, Linda Walker, will be invited to share ideas and strategies with parents.	Classroom teachers, Brenda Jones-Principal, Zanda Warren-Curriculum Specialist	Teachers will monitor student homework, and use students' planners as a communication tool between teachers and parents.	Parental survey
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<b>Mathematics Goal #1b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			Students lack the necessary skills needed to answer high complexity questions which are required by the New Generation "Big Idea" math standards.	1.) Teachers will implement higher order questioning during guided instruction time. 2.) Evaluation tools will be modified to include more higher-order complexity questions.	Classroom teachers, Brenda Jones-Principal, Zanda Warren-Curriculum Specialist	Effectiveness will be discussed at regular grade group meetings, principal observations, and evaluations.	2a.1. Parental Survey
<b>Mathematics Goal #2a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
On the 2013 FCAT Mathematics Assessment, 48% of the 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders will achieve a proficiency level of 4 or 5.	31% (66 of 212) or 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders scored level 4 or 5.	48% (98 of 205) of the 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> graders will score level 4 or 5.					
			Lack of parental involvement due to inability to assist with homework	School will host a parent night in which parents will receive strategies to assist the child with math homework. Math consultant, Linda Walker, will be invited to share ideas and strategies with parents	Classroom teachers, Brenda Jones-Principal, Zanda Warren-Curriculum Specialist	Teachers will monitor student homework, and use students' planners as a communication tool between teachers and parents.	2a.2.

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

			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
<b>Mathematics Goal #2b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			Need more lab time on schedule for grades 3-5 for remediation/enrichment instruction.	Allocate additional time in the computer lab. Computer programs such as Education City, Study Island, Think Through Math, kill practice, and FCAT Explorer/Focus will be used to present students with additional practice and enrichment activities to challenge students at their individual skill level.	Administration Classroom teachers	Lesson plans documenting specific remediation/enrichment computer lab time; master schedule allocating additional time fore remediation/enrichment activities. Activity reports will be examined to monitor student progress.	2013 FCAT Math Assessment
<b>Mathematics Goal #3a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
On the 2013 FCAT Mathematics Assessment 70% of all 4 <sup>th</sup> and 5 <sup>th</sup> grade students will show learning gains.	60% of students in grades 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> made learning gains.	70% (143 of 205) will show learning gains. This will be an increase from the 2012 FCAT Assessment.					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.

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

			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<b>Mathematics Goal #3b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			Discipline problems interfering with learning due to lack of understanding of skills.	Implement PBS program to help reinforce positive behavior; provide more cooperative learning opportunities and hands on activities.	Brenda Jones-Principal Zanda Warren-Curriculum Specialist Classroom teacher PBS Team	Amount of Request for Assistance (RA) PBS Behavior system Increase number of PBS rewards	2013 FCAT Math Assessment; mini benchmark assessments; mid-chapter/end chapter assessments; ThinkLink Assessments (three times per year)
<b>Mathematics Goal #4a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
By the end of the 2012-2013 school year, at least 70% of the lowest 20 <sup>th</sup> percentile will make learning gains in math.	35% of the lower 25% showed learning gains.	70% of the lowest 25% will make learning gains and increase student learning.					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.

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

<b>Mathematics Goal #4b:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  64% of all students Level 3 or above in Math. *WHITE-71% *BLACK-42% *ED-59% *SWD-37%		61% of students were at proficiency level or above in Math. *WHITE-67% *BLACK-37% *ED-57% *SWD-48%	For 2012-2013 70% of our students will be at proficiency level or above in Math. *WHITE-76% *BLACK-52% *ED-66% *SWD-48%	For 2013-2014 73% of our students will be at proficiency level or above in Math. *WHITE-78% *BLACK-57% *ED-69% *SWD-53%	For 2014-2015 76% of our students will be at proficiency level or above in Math. *WHITE-81% *BLACK-61% *ED-73% *SWD-58%	For 2015-2016 79% of our students will be at proficiency level or above in Math. *WHITE-83% *BLACK-66% *ED-76% *SWD-63%	For 2016-2017 82% of our student will be at proficiency level or above in Math. *WHITE-86% *BLACK-71% *ED-80% *SWD-69%
	<b>Mathematics Goal #5A:</b>  By 2016-2017, CES will increase non-proficiency students by 50%.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			White: Black: Hispanic: Asian: American Indian: White and black students have a lack of concrete knowledge in basic functions.	Classroom teachers will be responsible for the main remediation in math, through standards, learning centers, and the use of more manipulatives in the classroom. Computer software programs will provide additional support for focus math skill practice.	Classroom teachers	Chapter assessments; benchmark assessments; ThinkLink Assessments (three times per year); 2013 FCAT Math Assessment	Chapter assessments; benchmark assessments; ThinkLink Assessments (three times per year); 2013 FCAT Math Assessment	
<b>Mathematics Goal #5B:</b> For 2013, our goal is to increase the number of black and white students to show an increase in math	<b>2012 Current Level of Performance:*</b>  White:65% Black:38% Hispanic:	<b>2013 Expected Level of Performance:*</b>  White:75% Black:48% Hispanic:						

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

mastery by 10% .	Asian: American Indian:	Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			Discipline problems interfering with learning due to lack of understanding of skills.	Implement PBS program to help reinforce positive behavior; provide more cooperative learning opportunities and hands on activities.	Brenda Jones-Principal Zanda Warren-Curriculum Specialist Classroom Teacher PBS Team	Amount of Request for Assistance (RA) will decrease	2013 FCAT Math Assessment; mini benchmark assessments; mid-chapter/end chapter assessments; ThinkLink assessment
<u>Mathematics Goal #5D:</u>  On the 2013 Math FCAT, the number of students with disabilities not scoring at proficiency level will	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	On the 2012 FCAT Math, 38% SWD scored at or above level 3	On the 2013 FCAT Math, 48% SWD will score at or above level 3 and 48%					

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

decrease by 10%.	and 38% showed learning gains.	will show learning gains.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			Large number of students identified as economically disadvantaged causing problems with scheduling remediation and size of remediation group.	To place part of the remediation of economically disadvantaged student on the wheel; cluster/strands/skills will be addressed in small groups. Differentiated instruction will increase the number of students served and in less time. Differentiated small group instruction, revised remediation curriculum, utilization of resource teachers within the school helping with remediation, intervention with reading consultant, and computer software programs designed to support classroom instruction of specific skills, will all be used to enhance student growth.	Wheel remediation teacher, general education classroom teacher	Grade group discussions; principal observation and evaluations; weekly assessments and mastery of mini-focus skills	2013 FCAT Math Assessment Mini benchmark assessment, mid-chapter/end chapter assessments, ThinkLink assessments
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance</u> :*					
On the 2013 FCAT Math, 65% (102) of Economically Disadvantaged Students will score at or above proficiency level.	On the 2012 FCAT Math, 55% scored at or above proficiency level.	On the 2013 FCAT Math, 65% (102) of Economically Disadvantaged Students will score at or above proficiency level.					
			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*

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

**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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.



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

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

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:							
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
<b>Mathematics Goal #3a:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<b>Mathematics Goal #3b:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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

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

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

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

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

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

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

*End of Middle School Mathematics Goals*

**Florida Alternate Assessment High School Mathematics Goals**

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

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

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

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

goal in this box.	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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
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
<b>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			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.					

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

		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>		4.1.	4b.1.	4b.1.	4b.1.	4b.1.
<b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>				
			4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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



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

	<i>this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
Algebra Goal #3A:  <i>Enter narrative for the goal in this box.</i>							

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

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

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

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

**Geometry End-of-Course Goals**

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

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

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

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

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

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

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

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

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing Common Core Standards into the Math Curriculum	Kindergarten and 1st grade	Linda Walker	Kindergarten and 1 <sup>st</sup> Grade Teachers	July 9-12, 2012	Grade Group Meetings and consultation with Linda Walker, Math Consultant	Brenda Jones Zanda Warren

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

To increase teacher effectiveness when teaching math strategies to struggling students	All Grades	Linda Walker	Kindergarten through 5 <sup>th</sup> Grade Teachers	Throughout the 2012-2013 School Year	Grade Group Meetings and consultation with Linda Walker, Math Consultant	Brenda Jones Zanda Warren
To provide Intermediate Math Teachers effective strategies for teaching math and implementing the CCSSM	4 <sup>th</sup> and 5 <sup>th</sup> Grade	Florida Council of Teachers of Mathematics Annual Conference	4 <sup>th</sup> and 5 <sup>th</sup> Grade Math Teachers	October 18-20, 2012	Presentation to faculty on effective strategies	Brenda Jones Zanda Warren

**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
To provide students additional practice	Math Florida Ready Books	School Discretionary	\$2,747.00
To provide the struggling students with remediation	Thinkthrough Math	Title 1 Part A	\$5,725.92
			<b>Subtotal: \$8,472.92</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
To provide math remediation for struggling students	Study Island	School Discretionary	\$1,543.00
			<b>Subtotal: \$1,543.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
To provide teachers training on implementation of Math Common Core State Standards	Common Core Math Institute-Linda Walker	Title 1 Part A	\$1,600.00



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

To increase teacher effectiveness in teaching hands on math standards when working with struggling students	Math Consultant, Linda Walker	Title 1 Part A	\$3,300
			<b>Subtotal: \$4,900.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0.00</b>
			<b>Total: \$14,915.92</b>

*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 Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			Lack of science background	To increase student background knowledge of science concept skills with the help of the Jackson County science coach. Use overhead projectors to enhance student learning through Discovery Education, United Streaming, and other sites creating more interest in the science content; mini-focus	Science teacher	Teacher-observations/evaluations/science skill assessments  Principal walkthroughs; ThinkLink (three times a year)	2013 FCAT Science Assessment
Science Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
On the 2013 FCAT Science Assessment, 37% (28 of 75) of 5 <sup>th</sup> grade students will score a level 3.	28% 5 <sup>th</sup> grade students scored a level 3.	37% (28 of 75) of 5 <sup>th</sup> grade students will					

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

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

		score a level 3.		lessons to reteach specific skills or standards.			
			Lack of science curriculum in grades K-4	To increase student knowledge of science before grade 5. Prepare students in science knowledge prior to 5 <sup>th</sup> grade. To implement the science software program for K-4 of Education City.	K-4 Teachers Technology coordinator	Teacher observations/evaluations Education City reports	Increase in results of 2013 FCAT Science Assessment
			Retention of information taught throughout the school year	Instruction specific curriculum will be offered on Saturdays before FCAT testing to review information that has been previously taught during the school year.	Zanda Warren- Curriculum Specialist 3 <sup>rd</sup> , 4 <sup>th</sup> or 5 <sup>th</sup> grade teachers	Saturday school sign-in sheets, parent/student surveys	2013 FCAT Science Assessment
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<b>Science Goal #1b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			Lack of science background	To increase student background knowledge of science concept skills with the help of the Jackson County science coach. Use overhead projectors to enhance student learning through Discovery Education, United Streaming, and other sites creating more interest in the science content; mini-focus lessons to reteach specific skills or standards.	Science teacher	Teacher-observations/evaluations/science skill assessments  Principal walkthroughs; ThinkLink (three times a year)	2013 FCAT Science Assessment
<b>Science Goal #2a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2013, 21% (16 of 75) of the 5 <sup>th</sup> grade students will perform above proficiency level in Science, scoring a level 4 or 5.	Based on the 2012 FCAT science results, 20% of 5 <sup>th</sup> grade students scored a level 4 or 5.	21% (16 out of 75) of the 5 <sup>th</sup> grade students will score a level 4 or 5.					

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

	5.						
			Lack of science curriculum in grades K-4	To increase student knowledge of science before grade 5. Prepare students in science knowledge prior to 5 <sup>th</sup> grade. To implement the science software program for K-4 of Education City.	K-4 Teachers Technology coordinator	Teacher observations/evaluations Education City reports	Increase in results of 2013 FCAT Science Assessment
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1.	2b.1.	2.1.	2b.1.	2b.1.
<b>Science Goal #2b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

*End of Elementary and Middle School Science Goals*

**Florida Alternate Assessment High School Science Goals**

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

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

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

<b>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

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

<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Biology Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Biology Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

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

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
Lesson Study: The Art and Science of Teaching: Robert J. Marzano	All Instructional Staff K-5	Brenda Jones Zanda Warren	School-wide	Throughout the 2012-2013 year	Bi-Monthly Meetings Discussing book Chapters	Brenda Jones Zanda Warren

### Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
To improve student background knowledge and achievement in Science	Education City (Science) Software Program	District Resources	\$3,194.58
			<b>Subtotal: \$3,194.58</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Interventions with District Science Specialist	Science Curriculum Mapping in grades 3-5	District Resources	\$4,374.95
			<b>Subtotal: \$4,374.95</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$7,569.53</b>

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

*End of Science Goals*

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			Increase of student/teacher ratio.	Teachers will implement peer tutoring and cooperative learning groups. Students will go through the writing processes together and gain insight from their peers.	Fourth Grade-Amy Nelson and Leah Green Zanda Warren-Curriculum Specialist	JC Writes 4 times a year comparing the scores from the beginning JC Writes to the last JC Writes	2013 FCAT Writing Assessment
<b>Writing Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
On the 2013 FCAT Writing assessment, 82% of 4 <sup>th</sup> grade students will score a level 3.0 or higher.	77% of 4 <sup>th</sup> grade students scored a level 3.0 or higher.	82% of 4 <sup>th</sup> grade students scored a level 3.0 or higher.					
			Lack of continuity between grade levels, specifically the transition from primary to intermediate grades	The Writing Leadership Team will now consist of a primary and intermediate representative. The leadership team will work together to create writing expectations for each 9 weeks. At the end of the 9 weeks, a student sample will be taken and assess using the Expectation Rubric. These writing samples will be included in the students cumulative writing folder.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<b>Writing Goal #1b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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 Teacher Training	Kindergaraten-5 <sup>th</sup> Grade	Melissa Forney Writing Workshop	2 <sup>nd</sup> grade and 4 <sup>th</sup> grade Teachers	2012-2013	Teachers will share information with the rest of the faculty in grade group meetings.	2 <sup>nd</sup> /4 <sup>th</sup> Grade Teachers Zanda Warren

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Incorporating writing into the curriculum using	Melissa Forney Writing Workshop	School Discretionary (2101)	\$825.00



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

creative writing strategies			
<b>Subtotal: \$825.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$825.00</b>			

*End of Writing Goals*

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

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

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

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

<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0.00</b>

*End of Civics Goals*

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

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

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

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

<b>U.S. History Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0.00</b>

*End of U.S. History Goals*

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			Lack of parental knowledge of the attendance policy.	Teachers will pass out an attendance policy letter at open house. Attendance policy is in the student planner that is sent home at the beginning of the school year for parents to sign.	School Data Team Administration	Increase in attendance at the end of the school year.	Results of new attendance rate.
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Our goal is to reach a 98% attendance rate for the school year 2012-2013. We plan to reach this goal by clarifying the attendance policy to parents and students, monitor attendance using a computerized record keeping system, and refer students to a Child Study Team to recommend solutions to alleviate the truancy problem.	96% attendance rate for the 2012 school year	98% attendance rate for the 2013 school year					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	130 (27%)	Decrease by 15%					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
59 (12%)	Decrease by 15%						
			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.

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

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

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

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

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total: \$0.00</b>			

*End of Attendance Goals*

**Suspension Goal(s)**

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

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
<b>1. Suspension</b>			The number of out of school suspensions needs to be decreased by 10%.	PBS will continue throughout the 2012-2013 school year. If followed properly, this should help the number of suspensions decrease.	Classroom teachers; administration; PBS team monitors all behavior data	A decrease in the number of RA’s written on students. Also a decrease in the number of JC-167’s written by administration.	Total of suspensions at the end of the following year.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
There will be a 10% decrease in Out of School Suspensions.	We no longer use in-school suspension.						
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	We no longer use in-school suspension.						
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	33 students 10% Less						
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	33 students 10% Less						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Suspension Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0.00</b>



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

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>		<b>Problem-solving Process to Dropout Prevention</b>				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
<i>Enter narrative for the goal in this box.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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

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

**Dropout Prevention Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$0.00</b>

*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.

**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)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			An increase in the number of grandparents having guardianship of students attending Cottondale Elementary School.	To provide more communication with grandparents with weekly class newsletter, quarterly Title 1 newsletters, and district newsletters to keep guardians updated with school issues and concerns.	Administration Classroom Teacher	Increase school participation in school events, activities, and conferences	Conference documentation with teachers; activity participation, and attendance and parent training classes
<b>Our goal is to have at least 10% of our parents/guardians present at all Parent Involvement Activities. (46 out of 465).</b>	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	We did not meet the 10% at every meeting in 2012. However, a total of 260 parents (55%) attended at least one Parent Involvement Activity.	To have at 46 parents at every Parent Involvement Activity.					
			1.2.	1.2	1.2.	1.2.	1.2.
			Parents/guardians not having the skills, knowledge and materials to help their child with reading.	First hold a book drive to receive donated books. Then conduct a Parent Night with parents sharing their ideas on how they work with their child at home to enhance their reading fluency and comprehension. Thirdly, send donated books home with students and parents that attend.	Administration Parents	Increased parent participation	Sign-in sheets/Parent Attendance
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Four Parent Nights conducted by staff to present strategies to parents in assisting their child	Any parent with a child in Kindergarten through 5 <sup>th</sup> grade.	Zanda Warren	Teachers in Kindergarten through 5 <sup>th</sup> Grade	August 30, 2012 October 18, 2012 January 17, 2013 May 16, 2013	2012-2013 Parent Involvement Survey	Zanda Warren

**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
To have an organized way to send home student work.	Nikki Folders (500) Color coded by grade level	Parent Involvement Funds	\$630.00
To have an organized way to communicate with parents.	CES Planners	Parent Involvement Funds	\$2030.67
To have color coded newsletters to communicate with parents.	Newsletters color coded by grade level	Parent Involvement Funds	\$288.87
			<b>Subtotal: \$2,949.54</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

			<b>Subtotal: \$0.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
To encourage more Parent Involvement	Book Fair/Title 1 Family Night Out-Hot Dog Supper	Parent Involvement Funds	\$850.00
			<b>Subtotal: \$850.00</b>
			<b>Total: \$3,799.54</b>

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

**STEM Professional Development**

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

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

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

*End of STEM Goal(s)*

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:  <b>CTE Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>
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April 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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

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



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

			<b>Subtotal:</b>
			<b>Total:</b>

*End of CTE Goal(s)*

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  For the 2012-2013 school year less than 25% of our discipline referrals will be from the bus.	2012 Current Level :*	2013 Expected Level :*	Students do not know the rules and procedures for bus transportation.	Transportation director and her staff will present lessons to students on the rules and procedures for bus transportation.	Phylis Daniels	The number of discipline referrals	Discipline Referrals
	44% (175 out of 399) of our discipline referrals were from the bus.	Less than 25 % (80) of our discipline referrals will be from the bus.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Students do not practice safety rules when riding the bus.	Health education teacher will present lessons to students on bus safety.	Jennifer Castleberry	The number of discipline referrals.	Discipline Referrals
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

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

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

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

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

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

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

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

<b>Total:</b>
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*End of Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$28,244.32</b>
<b>Mathematics Budget</b>	<b>Total: \$14,915.92</b>
<b>Science Budget</b>	<b>Total: \$7,569.53</b>
<b>Writing Budget</b>	<b>Total: \$825.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0.00</b>
<b>Parent Involvement Budget</b>	<b>Total: \$3,799.54</b>
<b>Additional Goals</b>	<b>Total: \$0.00</b>
<b>Grand Total: \$55,354.31</b>	

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

### Differentiated Accountability

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

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

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

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

### School Advisory Council (SAC)

#### SAC Membership Compliance

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

Yes       No

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

Describe the activities of the SAC for the upcoming school year.

Cottondale Elementary School Advisory Council will have four meetings during the 2012-2013 school year (August 30, 2012, November 29, 2012, February 21, 2013 and May 9, 2013). A review of the 2011-2012 School Improvement Plan will be discussed at the meeting on August 30, 2012. The 2012-2013 School Improvement Plan will then be presented for discussion and approval. Baseline Assessment Data will be presented at the November 29, 2012 meeting. We will also review and discuss mid-year scores at the meeting on February 21, 2013. Our final meeting on May 9, 2013 will be open for discussion of any concerns or suggestions the council may have for

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

the upcoming year.

Describe the projected use of SAC funds.	Amount
The SAC approved spending funds on communication folders (Nikki Folders) for all grade levels, colored paper for each grade level for classroom newsletters, and student planners for 2012-2013 school year. SAC also approve for funds to be spent on our annual Title 1 Hot Dog Dinner.	\$2,949.54

DRAFT