Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: New Berlin Elementary	District Name: Duval County Public Schools
Principal: Wanda Reese	Superintendent: Ed Pratt Dannals
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

			School Year (Click on year to see detailed report)	(Includes Learning Gains) more info	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retakes	Points Earned (Sum of Previous 9 Columns) more info	Percent Tested		
1501	**NEW BERLIN ELEMENTARY SCHOOL**	Elementary		A	86	84	80	63	72	66	55	58	NA	564	100	33	34
1501		Elementary		A	81	81	76	55	64	66	57	57	NA	537	100	30	33
1501		Elementary		A	80	81	75	58	65	67	54	57	NA	537	99	30	36
1501		Elementary		A	79	77	70	40	67	72	62	79	NA	546	100	28	34
1501		Elementary		B	78	75	75	36	60	63	67	62	NA	516	99	23	32

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

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School Percent Scoring Three and Above																								
Grade Level	Reading						Mathematics						Writing Essay (3.5 and above) / (4.0 and above)						Science					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Duval																								
NEW BERLIN ELEMENTARY SCHOOL (1501)																								
3	*	78	80	73	83	NA	*	84	78	87	83	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	*	74	77	78	78	NA	*	74	81	81	78	NA	*	73	63	71	52	78	NA	NA	NA	NA	NA	NA
5	*	71	70	71	66	NA	*	55	64	64	67	NA	NA	NA	NA	NA	NA	NA	*	33	39	54	49	60

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Wanda Reese	Bachelors In Elementary Education; Minor Early Childhood, Masters Educational Leadership Principalship	3	9	2012 –School Grade "A" Total Points 604 a 40% increase from 2011 67% proficient in Reading 73% proficient in Math 85% proficient in Writing 4% Increase 71% proficient in Science 8% Increase 73% Reading Gains 1% increase 84% Math Gains 25% increase Bottom Quartile Math 76% Making Learning Gains 20% increase Bottom Quartile Reading 75% Making Learning Gains 17% increase 2011 School Grade "A"- Total Points 564 27% Increase 86% proficient in Reading 84% proficient in Math 81% proficient in Writing 26% Increase 63% proficient in Science 14% Increase 72% Reading Gains 66% Math Gains Bottom Quartile Math 56% Making Learning Gains Bottom Quartile Reading 58% Making Learning Gains Economically Disadvantaged did not meet the math goals. All other sub groups met the targets of 79% proficient in reading and 80% proficient in math.

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Assistant Principal	Lawanda Polydore	Educational Leadership Elementary, Education, (grades 1 - 6), Gifted, Endorsement	1	1	After 3 years of teaching in Volusia County Mrs. Polydore relocated to Maryland where she taught gifted students for 3 years. Then, she moved to Jacksonville, and began teaching gifted students at Susie Tolbert Elementary. Tolbert's school grade was a "C" when she arrived. The school grade improved to a "B" the following school year. The next year she was asked to implement the "EDGE" program Tolbert and R.V. Daniels. "EDGE" is a program created to help give African American students an edge on skills necessary for Gifted screening. In 2008, became R. V. Daniels' School Instructional Coach, and remained in that position until recently selected to take an Assistant Principal position at New Berlin Elementary. Mrs. Polydore has successfully complete the requirements for the Aspiring Principals Academy, and has completed a fully year of working as an assistant principal. The school's grade has remained an A and shown growth in 4th and 5th grade reading and math. The school also has significant growth in science. She will continue to work as the assistant principal at New Berlin Elementary.

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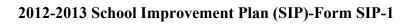
Instructional Coaches

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

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

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
1. Principal will regularly meet with new teachers.	Principal	June 2013
2. New teachers will be assigned a buddy/mentor.	Assistant principal and teachers	June 2013
3. Professional Development will be offered to new teachers' to provide support in school wide systems, curriculum, and technology.	District	June 2013
4. All Novice teachers will complete 30 hour district reading course, Foundations, and technology training	District	June 2013
5. Teachers will participate in weekly grade level meetings and monthly Professional Learning Communities to collaborate with teachers, analyze student work, and discuss teaching strategies.	PLC Leaders and grade level chairs	June 2013
6. District Cadre will support the new teachers by modeling lessons, helping with lesson plans, instructional strategies and provide curriculum training.	District Cadre Personnel	June 2013
7. Teachers will participate in professional book studies.	PLC Leaders and grade level chairs	June 2013
8. Teachers will be recognized for outstanding achievements/accomplishments	Principal & Assistant Principal	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All teachers are highly qualified at this time. All paraprofessionals are highly effective	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	6.45% (4)	43.55%(27)	35.48 (22)	14.52%(9)	30.65%(19)	87.10%(54)	0%	1.61 % (1)	48.39% (30)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Kimberly McSwain	Gloria Warren	Miss Warren is a new teacher and worked with Mrs. McSwain as an intern. Mrs. McSwain is CET Trained, has proven FAIR & FCAT Data, years of experience, successful student progress	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Trishalee Catz	Melissa Argenzio	Miss Argenzio is a new teacher and worked with Mrs. Catz as an intern. Mrs. Catz is CET trained, has proven FCAT Data and years of experience teaching math and science. She has shown successful student growth.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Katie Burns	Atlanta Dick	Mrs. Burns is CET trained and is an experienced teacher. She has proven data and has shown successful student growth.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Marsha Medders	Julie Bott	Ms. Bott is an experienced teacher who is new to New to New Berlin. Mrs. Medders has proven student success and is an experienced teacher.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Lindsey Breedlove	Angela Davis	Ms. Davis is an experienced teacher who is new to New Berlin. Mrs. Breedlove has proven student success and is familiar with New Berlin's policies and procedures.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Lacy Harbison	Marisa Negron	Miss Negron is an experienced guidance counselor coming to New Berlin from another Florida county. Miss Haribson is an experienced ESE teacher with the extensive background knowledge in district and school ESE policies.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

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Heather O'Reilly	Adam Przymylski	Mr. Przymylksi is an experienced teacher who is returning to New Berlin as a classroom teacher. He will need support in math and science. Mrs. O' Reilly has proven FCAT scores and has been teaching math and science for the past 2 years and New Berlin.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Frank Nettles	Raney Manning	Ms. Manning is an experienced teacher who is new to New to New Berlin. Mr. Nettles has proven student success.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

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

Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.

    The MTSS/RTI Leadership team includes these key positions:
Wanda Reese Principal
Lawanda Polydore, Assistant Principal
Britt Matson – 4th Grade Teacher
Jill Evans – Kindergarten Teacher /PDF Coordinator) & Foundations Co-Leader
Marisa Negron - Guidance Counselor
Lacy Haribison - ESE Teacher RTI Lead Teacher
Sandra Woodward– ESE Teacher
Sarah Pabon - Foundations Lead Teacher
Caroline McConaughey, 5th Grade Teacher
Denise Soles, 2nd Grade
Debbie Stevens – 3rd Grade

Wanda Reese, Principal / Lawanda Polydore, Assistant Principal: Leads the RTI team and provides vision for the use of data-based decision-making; ensures that the school-based team is implementing RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communications with parents regarding school-based RTI plans and activities.

    Sarah Pabon & Jill Evans- Foundations Team Co-Chairs: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

    Marisa Negron-Davis-School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students: organizes MRT meetings, works with teachers to provide support for the students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrations; provides group and individual student interventions; and conducts direct observation of student behavior.

    ESE Teachers - Participates in data collections, integrates core instructional activities, materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS/RTI Leadership Team will meet every other Wednesday morning to engage in the following activities;
- Review/analyze data
- Analyze school-wide data
- Review MTSS/RTI student Intervention Plans
- Progress monitor students in Tier II and Tier III
- Meet with teachers to discuss individual student progress
- Review CPST grade level minutes
- Share best practices
- Problem solve
- Identify and plan professional development needs
- Work on building consensus and increasing infrastructure
- Evaluate implementation of RTI and Workshop Model

In addition the Leadership Team which includes the principal, assistant principal, school instructional coach meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The MTSS/RTI Leadership Team developed a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data
to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

The MTSS/RTI team met during the summer to review and analyze school data and provide input in the development of the School Improvement Plan. The draft SIP will be presented to the SAC (School Advisory Council) for review and recommendations. The Leadership Team will finalize the plan.

The School Improvement Plan will be the guiding document for the work of the school. The MTSS/RTI/Leadership Team will regularly revise and update the plan as needed based on the needs of the students.

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks
- Progress Monitoring Assessments
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)

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Describe the plan to train staff on MTSS.

Professional development will be held on the first early release Wednesday of every month. The MTSS/RTI Team will attend district staff development and redeliver the training to the staff. MTSS/RTI professional development will take place on early release days by RTI Facilitator/district staff. In addition, workshops and district training will be provided after school or during the workday as well as during faculty meetings. The school's professional development plan supports continuous learning for all educators that result in increased student achievement. Each grade level will submit a plan on how they are going to implement MSTT/RTI..

The school professional development teams will embed the following in their meetings:
- Consensus Building
- Analyze student work
- Progress monitoring
- Observe peers/classroom observations
- Book Studies
- Action Research
- Collaborative planning
- Lesson Studies (CLC)
- Discuss alternative teaching techniques and practices addressing the needs of all students

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Wanda Reese, Principal Lawanda Polydore, Assistant Principal Pauline Gonzales , Second Grade Teacher (Reading Lead Teacher for Team) Katie Burns – Kindergarten Heather Callejas - Kindergarten Lindsey Breedlove – First Grade Amy Breidenstein – Second Grade Brenda Elliott – Third (Reading Lead) Janice Williams- Third (Reading Lead) Jezmyn Meide – Fourth Lauren Jennings Blanton -Fourth Grade Laura West – Fifth Grade

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

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

The LLT meets monthly in a vertical team representing kindergarten-fifth grade teacher to;
- Establish a literacy vision for the school.
- Refine a shared language of literacy
- Deepen the team commitment to the achievement of all students
- Refine teaching practices in light of the needs of the students
- Develop professional development opportunities that match the school's literacy vision and needs.
- Support the administration by providing multiple voices that represent the staff.
- Create structures to assess and develop plans for cohesive curriculum across grades.
- Evaluate the curriculum
- Analyze all test data, including disaggregating FAIR Data, monitor subgroups not making AYP
- Discuss curriculum issues and strategies

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

The LLT focus this year will be the implementation of Common Core Standards in K-2 grades. The team will participate in school & district workshops and redeliver this information to the staff. The team will take a vital role in helping teachers unpack the CCSS and help to build capacity among the staff.

In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign, Develop a plan of action to implement the district initiative Read if Forward Jax. Provide targeted staff development in reading and RTI.

Delivery of Based **Core Program** with
- Fidelity
- Intensity
- Passion
- Instruction, Curriculum & Assessment
- Support the facilitation of the examining student work
- Professional Learning/Collaboration
- Facilitate professional learning
- Plan Million Word Reading Campaign and incentives
- Organize Literacy Week

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

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Revised April 29, 2011

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Elementary Title I Schools Only: Pre-School Transition

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

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

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

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze literary, informational text, and apply reading application strategies.	1A.1. School wide K-5 Response to Intervention time is built into our daily schedules to provide for differentiation in the reading curriculum 1.	1A.1. Classroom Teachers ESE Teachers	1A.1. Data from benchmark testing and FCIM pre and post tests.	1A.1. Focus Walk to view lesson plans and MTSS/ RtI notebook. Bi-weekly CPST and RtI Leadership team meeting notes.		

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Reading Goal #1A: The percent of students scoring Level 3 on FCAT READING will increase from 28% (134) to 31% (160).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	28%(134)	31% (160)				
		1A. 2 Students lack of reading stamina, needing more practice with independent reading and meeting school wide reading campaign goals..	1A.2.Students will participate in daily independent reading activities using appropriate leveled text and will be required to read 20 minutes at home.	1A.2. Classroom teachers/ students	1A.2. Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair. This increase in stamina will be reflected in FAIR data.	1A.2. Reader's Response Journals, Book Logs, and teacher conference tools.
		1A.3. Lack of parental involvement of economically disadvantaged students in the intermediate grades. Getting parents to utilize communication tools and free tutoring services provided by the school.	1A.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students who participate in before or after school remediation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	1A.3. Classroom teachers/ administration.	1A.3. Sign-in sheets and student agendas will be used to acknowledge teacher/ parent communication.	1a.3. Track economically disadvantaged students' to see if they are consistently participating in the free school remediation sessions, and if the results show evidence of improvement. Administration will use OnCourse to track the number of parents logging on to view grades

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in reading.	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Students need more differentiated and small group instruction by the classroom teacher utilizing a variety of texts.	2A.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2011-2012 FCAT data (reading application, constructs meaning from literature and informational text, and literary analysis).	2A.1. Teachers and administration	2A.1.Increased DRA, benchmark scores, and 3rd grade FAIR scores.	2A.1. DRA II, benchmark assessments, FAIR and Houghton Mifflin Core Curriculum.		
Reading Goal #2A: *To increase the number of students scoring a Level 4 from 38 % (185) to 41% (213).*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%(185)	*41% (213)*					

		2A.2. Students not challenged in levels of complexity based on questioning and Webb's Depth of Knowledge. .	2A.2. Teachers will model using higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2A.2. Classroom teachers	2A.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations.	2A.2. DRA II , Houghton Mifflin Core Assessments, district assessments	
		2A.3 Lack of parental involvement in the intermediate grades. Getting parents to utilize communication tools provided by the school.	2A.3 Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2A.3 Classroom teachers and administration	2A.3 Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication.	2A.3 Administration will use On Course to track the number of parents logging on to view grades.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Rule 6A-1.099811
Revised April 29, 2011

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Students need more differentiated and small group instruction by the classroom teacher utilizing a variety of texts.	3A.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2011-2012 FCAT data (reading application, constructs meaning from literature and informational text, and literary analysis).	3A.1. Teachers and administration	3A.1..Increased DRA, benchmark scores, and 3rd grade FAIR scores.	3A.1.DRA II, benchmark assessments, FAIR and Houghton Mifflin Core Curriculum.		
Reading Goal #3A: In grades 3-5, 76% (396) of the students tested will make learning gains on the 2013 FCAT assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73% (355)	76% (396)					

		3A2. Teachers new to school, grade level, or profession. 3a.3. Frequent absences, tardiness, or early dismissal hinders student growth.	3A2.Professional Development and mentoring by experienced teachers.	3A.2. Classroom Teachers and administration	3A2. Student achievement based upon benchmark assessment, DRA II, FAIR	3A.2. CAST, Novice Teacher Individual Professional Development Plan.	
		3A.3 Frequent absences, tardiness, or early dismissal hinders student growth.	3A.3. Closely monitor attendance records and ensure that parents are aware that absences and tardiness can hinder their child's academic progress.	3A.3. Administration	3A.3. Increase attendance	3A.3. Attendance records via On course.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
Reading Goal #3B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	*NA*				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze reading literary and informational text.	4A.1. Develop a Focus Calendar to target specific FCAT benchmarks and FAIR data that help differentiate instruction to target comprehension skills. Continued implementation of MTSS/RtI during designated block of time.	4A.1. Classroom Teacher	4A.1. Teacher will administer pre and post tests for each FCIM benchmark and use the data to plan for additional instruction.	4A.1. FCIM pre and post tests, district administered assessments, and FAIR testing.		
Reading Goal #4A: *78% (211) of the lowest 25% will make learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75%(165)	*78((211)*					

		2.	4a.2	4a.2. Students will participate in daily independent reading activities using appropriate leveled text and will be required to read 20 minutes at home.	4a.2. Classroom teachers/students	4a.2. Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair.	4a.2. Readers' Response Journals, Book Logs, and teacher conference notes.	
			4a3. Frequent absences, tardiness, or early dismissal hinders student growth.	4a3. Closely monitor attendance records and ensure that parents are aware that absences and tardiness can hinder their child's academic progress.	4a3. Administration	4a 3. School wide attendance incentive program.	4a3. Attendance records via On course.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**67%**	**73%**	**78%**	**81%**	**83%**	**86%**
Reading Goal #5A: *To increase the numbers of students proficient in reading from 67% to 69%*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze reading literary and informational text. Black: Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze reading literary and informational text. Hispanic: Students need additional experiences with vocabulary development Asian: NA American Indian: NA	5B.1. Develop a Focus Calendar to target specific FCAT benchmarks and FAIR data that help differentiate instruction to target comprehension skills. Continued implementation of MTSS/ RtI during designated block of time. Increase access to text/reading opportunities within the home through school library checkout ,classroom library checkout ,book give-away events, etc.	5B.1. Classroom Teachers Administration, Reading Coach, Instructional Coach, Parent Liaison	5B.1. Teacher will administer pre and post tests for each FCIM benchmark and use the data to plan for additional instruction.	5B.1. FCIM pre and post tests, district administered assessments, and FAIR testing.		
Reading Goal #5B: The percent of WHITE students scoring Level 3+ on FCAT READING will increase from 76% (238) in 2012 to 78% (263) in 2013. The percent of BLACK students scoring Level 3+ on FCAT READING will increase from 54% (55) in 2012 to 56% (62) in 2013. The percent of HISPANIC students scoring Level 3+ on FCAT READING will increase from 68%(24) to 71% (26)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 76% (238) Black:54% (55) Hispanic:68% (24) Asian: American Indian:	White: 78% (263) Black:56% (62) Hispanic: 71% (26) Asian: American Indian:					
		5B.2. Students need additional experiences with vocabulary development.	5B.2. In order for students to receive additional experiences with vocabulary development teachers will utilize Marzano's vocabulary strategies as well as core curriculum vocabulary strategies.	5B.2. . Classroom Teachers	5B.2. Observations , lesson plan review , PLC review of FAIR data	5B.2. Observation data FCAT Data PMRN Reporting PLC Meeting	
		5C.3. Students need additional independent reading practice.	5C.3. In order for students to independently practice reading teachers will engage students in the Daily Five, Scholastic Reading Counts and the Sunshine State Young Reader Program.	5C.3. Classroom Teachers	5C.3. Observations Lesson plan review Student self monitoring tools	5C.3. Observation data FCAT data PLC meeting notes SRC Progress Report Reading log	

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

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5C.1. Students need additional targeted reading interventions to achieve grade level reading proficiency.	5C.1. In order for students who need additional targeted reading interventions to achieve grade level reading proficiency; trained specialists will implement Reading Mastery or other explicit protocol.	5C.1. ESE teachers Speech and Language Pathologist Intervention Support Specialist Reading Coach	5C.1. FAIR data FCAT data	5C.1. iObservation PMRN reporting		
Reading Goal #5D: The percent of SWD students scoring Level 3+ on FCAT READING will increase from 61%% (39) in 2012 to 62% (40) in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% (39)	62% (40)					
		5C. 2Student Engagement	5C. 2 Differentiated Instruction	5C.2 Administration, Guidance Counselor,	5C.2 Tracking number of students engaged	5C.2 Classroom Observations	

| | | 5D.3. Students reading below grade level. | 5D.3. Differentiated Instruction , Tier 2 & Tier 3 instruction with ESE teacher | **5D.3.** ESE teachers Speech and Language Pathologist Intervention Support Specialist Reading Coach | 5D.3. Progress monitoring of data | 5D.3. Classroom Observations, FAIR, DRA, FCAT , Formative and Summative Assessments | |

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students have limited literary and academic vocabulary	5E.1. Explicit instruction of academic and literary vocabulary including the use of interactive word walls Use of concrete materials, relevant experiences, Discovery Ed. and web-based virtual field trips to strengthen background knowledge and deepen connections to new vocabulary Read-alouds, think alouds using non-fiction text Explicit modeling of the use of inference and context clues when encountering new vocabulary.	5E.1. Classroom Teachers Leadership Team	5E.1. Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	5E.1. Rubrics Formative assessments Observations Lesson Plans		

Reading Goal #5E: The percent of ED students scoring Level 3+ on FCAT READING will increase from 55% (83) in 2012 to 57% (81) in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	55% (83)	*57 (81)*				
		5E. 2. Students have limited use of reading strategies to support comprehension	5E. 2. FCIM Lessons on specific comprehension strategies Non-fiction responses reflect analysis and abstract reasoning. Teaching with concrete materials/ and experiences Use "Accountable Talk" for Learning" to increase engagement and strengthen rigor.	5E.2. Classroom Teachers Leadership	5E.2. Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative discussion during PLCs and data analysis of formative assessments Use of RtI team and implementation procedures to target students needing specific strategies. Grade Level data charts/walls	5E.2. Rubrics Formative assessments Observations Lesson Plans ESE PLC Minutes
		5E. 3. Student Engagement	5E. 3. Differentiated Instruction	5E. 3. Administration, Guidance Counselor,	5E. 3. Tracking number of students engaged	5E. 3. Classroom Observations

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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Community (PLC) or PD Activities *Please note that each strategy does not require a professional development or PLC activity.*						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI – Progress Monitoring/Data Collection	K-5	RTI Leadership Team	School-wide	August 13,2012 Early Release Days	RTI Notebooks, Focus Walks	RTI Leadership Team Wanda Reese Lawanda Polydore
Guided Reading/ Text Complexity	K-5	Grade Level Chair	School-wide	September ,2012 Early Release Days	Lesson Plans, Grade Level Agendas/minutes	Grade Chairs Wanda Reese
Reading Vertical Learning Communities	K-5	Pauline Gonzales Brenda Elliott Janice Williams	School-wide	Early Release Days	Agendas, minutes, Lesson plans	Pauline Gonzales Brenda Elliott Janice Williams Wanda Reese Lawanda Polydore
Common Core Standards	K-5	District Workshop Assistant Principal	School-wide	Early Release Days	Implementation of standards documented through lesson plans	Wanda Reese Lawanda Polydore
Complex Process of Reading	K-5	District Staff	Novice Teachers	District Scheduled	Lesson Plans, Observations	Wanda Reese Lawanda Polydore

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To provide more nonfiction leveled text to use during small group instruction and for independent reading.	To be purchased	School – Boosterthon Fun Run	5,0000
Subtotal: 5,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 5,000			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1 Non-English-speaking parents who may not be able to get involved in their child's school and unable to help them at home.	1.1. Provide materials in multiple languages	1.1. Administration	1.1. 1 Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	1.1. Rubrics Formative Assessments Observations Lesson Plans Grade Level mintues	
CELLA Goal #1: To increase the number of ELL students proficient in listening/speaking by 2% 52 (9)	2012 Current Percent of Students Proficient in Listening/Speaking:					
	50% (7)					
		1.2. Not having the resources to provide non-English speaking students materials in their language.	1.2. The teacher must make sure the students clearly understand the meanings of words by providing visuals. Purchase more materials in different languages.	1.2. Classroom Teacher	1.2. Review lesson plans and classroom observations	1.2. Lesson plans/assessments

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

		1.3. Difficulty determining if a child is having difficulty in school because of a language barrier or a learning disability.	1.3. To use district resources to help identify students have learning problems. Take students through the RTI process.	1.3. Classroom Teacher Administration	1.3. RTI process, creating intervention plan, progress monitoring, and data.	1.3. Data Charts Progress Monitoring/ Intervention Plan
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Students have limited literary and academic vocabulary	2.1 Explicit instruction of academic and literary vocabulary including the use of interactive word walls Use of concrete materials, relevant experiences, Read-alouds, think alouds using non-fiction text. Explicit modeling of the use of inference and context clues when encountering new vocabulary.	2.1 Classroom Teachers Leadership Team	2.1 Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	2.1 Rubrics Formative assessments Observations Lesson Plans Grade level PLC Minutes	
CELLA Goal #2: To increase the *number of students in reading by 2% 45%(8)*	2012 Current Percent of Students Proficient in Reading:					
	43% (6).					
		2.2. Not having the resources to provide non-English speaking students materials in their language	2.2 The teacher must make sure the students clearly understand the meanings of words by providing visuals. Purchase more materials in different languages.	2.2. Classroom Teacher	2.2. Review lesson plans and classroom observations	2.2. Lesson plans/assessments

		2.3. Difficulty determining if a child is having difficulty in school because of a language barrier or a learning disability	2.3. The teacher must make sure the students clearly understand the meanings of words by providing visuals. Purchase more materials in different languages.	2.3. Classroom Teacher	2.3. Review lesson plans and classroom observations	2.3. Lesson plans/assessments

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1 Non-English-speaking parents who may not be able to get involved in their child's school and unable to help them at home.	2.1. Provide materials in multiple languages	2.1. Administration	2.1. 1 Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	2.1. Rubrics Formative Assessments Observations Lesson Plans Grade Level mintues	
CELLA Goal #3: *To increase the number of students proficient in writing by 2% 38 (7)*	2012 Current Percent of Students Proficient in Writing :					
	36% (5)					
		2,2 Students have difficulty generating and elaborating on ideas in writing due to limited background knowledge	2.2 The Writing Process will be used, allowing students to continue revising and elaborating upon their ideas. Concrete materials and experiences will be used during instruction to assist students in generating	2.2 Grade level teams and coaches	2.2 Teams will analyze writing prompts through collaborative scoring during biweekly PLC meetings using the Six Traits rubrics.	2.2 Rubrics, District Prompts, 4th Grade FCAT Writes, Collier Writes for grades 2, 3, & 5
		2.3. Teachers lack a clear understanding of what ELL students can generate in writing by the end of their grade level.	2.3.Use of collaborative scoring during grade level PLC meetings, as well as vertical and horizontal communication Additional professional development will be provided on the Six Traits of Writing and scoring writing using a rubric.	2.3. Grade Level Teams,, Leadership	2.3.Teams will analyze writing prompts through collaborative scoring during biweekly PLC meetings using the scoring rubrics Classroom Walkthroughs will be conducted to monitor the effectiveness of writing instruction, and plans will be reviewed weekly by the	2.3. Formative Assessments District Writing Prompts

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Lack of mathematics content knowledge of teachers, especially the high percentage of teachers at our school who have only been teaching 1-5 years. Lack of knowledge in differentiated instruction. Inconsistent MTSS/RTI implementation.	1a.1. Establish model classrooms for math in each grade level. Provide professional development through the following means: sending teachers to Foundations of Math 101, Math Content Workshops and Academy of Math at the district level; providing in-house training sessions on math topics such as: NGSSS CCSS, cognitive complexity, FCAT Test Specifications, and conceptual math. Also provide time to observe in model math classrooms at our school. Cross grade level conversations & meetings to discuss gaps. PLC's working on teaching Math Workshop with differentiated activities.	1a.1. Principal, assistant principal, teachers.	1a.1. Workshop participants will be required to report out at a faculty meeting and share what they learned. There should be evidence in their classroom of their training (use of monitoring forms, changes and/or improvements in lesson plans, use of best practices such as differentiated activities, strategies, etc.). Debrief with teachers who observe in model classrooms and determine next steps for their classroom and practice.	1a.1. Lesson plans with differentiated activities listed as well as groupings, informal observations, benchmarks, and conversations.		

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Mathematics Goal #1A: The percent of students scoring Level 3 on FCAT MATH will increase from 30% (147) in 2012 to 33% (172) in 2013, and thereby narrowing the gap in FCAT Math	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	30%(147)	33% (172)				
		1a.2. Ensuring students in need of interventions and remediation receive help in a timely manner. .	1a.2. MTSS/RTI provided on a daily bases in math for students who are at-risk. FCIM weekly/ biweekly data.	1a.2. Principal, Teacher Tutor	1a.2. Quick Checks, Exit Slips, teacher questioning/ observation.	1a.2. FCAT. Benchmarks, PMA's, Core Assessments	
		1a.3. Students need additional practice with basic facts to increase speed and accuracy.	1a.3. In order for students to increase speed and accuracy with basic facts, teachers and administrators will implement the FASTT Math program in grades 2-5.	1a.3.Classroom teachers School administrators	1a.3.FASTT Math progress reports, benchmark assessments FCAT data	11a.3 iObservation FASTT Math progress reports Benchmark assessment data FCAT data	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Mathematics Goal #1B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	NA				

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Ensuring high performing students receive enrichment and rigorous instruction of high complexity.	2a.1. Increase the questioning to moderate and high level questions; Projects assigned to promote high level critical thinking and differentiated work.	2a.1. Teachers	2a.1. Journals, Active participation activities, project rubric assessments.	2a.1. FCAT, Benchmarks, PMA's, and Core Assessments		
Mathematics Goal #2A:\n\nThe percent of students scoring Level 4 and 5 on FCAT MATH will increase from 45% (217) in 2012 to 48% (25) 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45%(217)	*48%(250)*					
		2a.2. Focus on Benchmarks vs. learning schedules	2a.2. School/District Training, PLC's. Focus Walks, Peer Observation. Reflective teaching, teacher collaboration	2a.2. Classroom Teacher/ Administrator	2a.2. Student Achievement on School/District Assessments.	2a.2. School/District Assessments, teacher observations.	

		2a.3 Acquiring additional Research Based Enrichment Materials	2a.3 Purchase additional materials through various resources.	2a.3 Administration	2a.3 Classroom teachers will monitor increased student performance.	2a.3 School/ District Assessments that show high performance.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3a.1. Ensuring students in need of interventions and remediation receive help in a timely manner.	3a.1. MTSS/RTI provided on a daily bases in math for students who are at-risk.	3a.1. Principal, classroom teachers, before and after school tutors.	3a.1. Quick Checks, Exit Slips, FCIM weekly/biweekly assessments.	3a.1. FCAT. Benchmarks, PMA's, Core Assessments		
Mathematics Goal #3A: *To increase the number of students making learning gains from 84% (408) in 2012 to 85% (442) in 2013.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	84%(408)	85% (442)					

		3a.2. Students need additional experience with problem solving strategies.	3a.2. In order for students to receive additional experiences with problem solving strategies, teachers will implement the investigative approach using the district adopted curriculum. Teachers will utilize FCIM model to effectively plan implementation of problem strategies. Utilize the Investigations Differentiation and Intervention Guide for practice and intervention activities aligned to the District Learning Schedules.	3a.2. Classroom Teacher/Administrator	3a.2. Student Achievement on School/District Assessments	3a.2. Benchmark Data using Inform, diagnostic and LSA's or teacher made assessments.	
		4a.3. Students need additional practice with basic facts to increase speed and accuracy.	4a.3. In order for students to increase speed and accuracy with basic facts, teachers and administrators will implement the FASTT Math program in grades 2-5.	4a.3.Classroom teachers School administrators	4a.3.FASTT Math progress reports, benchmark assessments, FCAT data	4a.3iObservation FASTT Math progress reports Benchmark assessment data FCAT data	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

Based on the analysis of student achievement data and reference to	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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"Guiding Questions," identify and define areas in need of improvement for the following group:						
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4a.1. Lack of understanding of math concepts/ motivation.	4a.1. Interesting performance based activities using manipulatives., small group/ one-on-one instruction, peer tutoring, incorporating science into math curriculum or vice versa.	4a.1. Classroom teacher, ESE teachers	4a.1. Student improvement on assessments/test scores. Math Journal writing that demonstrates student understanding of concept or skill.	4a.1. Benchmarks, PMA's Core Assessments	
The percent of students scoring in the lowest quartile achieving a gain score in FCAT MATH will increase from 76% (100) in 2012 to 78% (103) in 2013.	*76% (100)*	*78% (103)*				
		4a.2. Focus on benchmarks vs. learning schedules.	4a.2. PLC's. Focus Walks, Peer Observation and Reflective teaching.	4a.2. Classroom Teacher/ Administrator	4a.2. Student Achievement on School/District Assessments.	4a.2. Benchmark Data using Inform
		4a.3 Attendance and parent involvement.	4a.3. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits by attendance officer, refer to guidance, parent/teacher/student conferences.	4a.3. Classroom Teacher, Guidance Teacher	4a.3. Improved student attendance, improved parent initiated communication.	4a.3. Oncourse , Goal Sheets

4B. **Florida Alternate Assessment:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 69%	73%	74%	77%	79%	82%	85%
Mathematics Goal #5A: *To increase the number of students proficient in math from 73% to 74%.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Students lack deep conceptual knowledge in Mathematics Black: Students lack deep conceptual knowledge in Mathematics Hispanic: Students lack deep conceptual knowledge in Mathematics Asian: NA American Indian: NA	5B.1. Students will demonstrate their cognitive thinking through daily writing in Mathematics. Students will use concrete math manipulatives when introduced to new mathematical concepts. FCIM mini lessons, based on concepts students are struggling with, will be used in small group instruction. Use of Interactive word wall activities. Students will develop math vocabulary skills through the use "Accountable Talk for Learning" (Think-alouds and questioning techniques) to increase engagement and strengthen rigor. Utilize Investigations Differentiation and Intervention Guides for extension activities aligned to the district Learning Schedules	5B.1. Classroom Teachers Leadership Team	5B.1. Student writing samples will be analyzed collaboratively by grade level teams during biweekly professional learning community meetings based on a rubric. An item analysis of quarterly benchmark assessments will occur during team professional learning community meetings to determine students' levels of understanding.	5B.1. A rubric will be used to determine the level of student understanding. Unit Tests Weekly assessments Checklists Quarterly benchmark assessments provided by the district	

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percent of students scoring Level 3+ on FCAT MATH will increase from 74 % (232) in 2012 to 76% (257) in 2013. The percent of BLACK students scoring Level 3+ on FCAT MATH will increase from 64% (65) in 2012 to 66%(73) in 2013 The percent HISPANIC students scoring Level 3+ on FCAT MATH will increase from 71% (25) in 2012 to 73% (27) in 2013.						
	White: 74% (232) Black: 64% (65) Hispanic: 71% (25) Asian: NA American Indian: NA	White: 76% (257) Black: 66% (73) Hispanic:73% (27) Asian: American Indian:				
		5B.2. Type of Intervention Activities	5B.2. Differentiation based on the individual student needs (Progress Monitoring Plan)	5B.2. Administration, Coaches, Classroom Teachers	5B.2. Use of data from Assessments for follow up for interventions or remediation strategies	5B.2. Progress Monitoring Plan

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		5B.3. Students demonstrate limited application of higher order thinking skills.	5B.3.. Teachers will include higher order thinking skill questioning, as their essential questions, in their daily plans in which students will have the opportunity to respond. Utilize Investigations Differentiation and Intervention Guides for extension activities aligned to district Learning Schedules	5B.3. Classroom Teachers Leadership Team	5B.3. Student writing samples, written to answer the essential question introduced at the beginning of the lesson, will be evaluated collaboratively by grade level teams during weekly professional learning community meetings using a common rubric. An item analysis of quarterly benchmark assessments will occur during team professional learning community	5B.3. A rubric will be used to determine the level of student understanding. Unit Tests Weekly assessments Checklists Benchmark assessments provided by the district.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1 Students lack deep conceptual knowledge Mathematics.	5D.1 Students will demonstrate their cognitive thinking through daily writing in Mathematics. Students will use concrete math manipulatives when introduced to new mathematical concepts. FCIM mini lessons, based on concepts students are struggling with, will be used in small group instruction. Students will develop math vocabulary skills through the use of "Accountable Talk for Learning" (Think-alouds and questioning techniques) to increase engagement and strengthen rigor. Utilize Investigations Differentiation and Intervention Guides for practice and intervention activities aligned to the district Learning	5D.1 Classroom Teachers ESE Teachers Leadership Team	5D.1 Student writing samples will be discussed collaboratively by grade level teams during biweekly professional learning community meetings based on a rubric. An item analysis of quarterly benchmark assessments will occur during team professional learning community meetings to determine students' levels of understanding.	5D.1 A rubric will be used to determine the level of student understanding. Unit Tests Weekly assessments Checklists Benchmark assessments provided by the district		

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		Schedules					
<u>Mathematics Goal #5D:</u> ***The number or SWD students proficient in math will increase from 60%(39) to 61%(40)***	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60% (39)	*61%(40)*					
		5D.2 Students demonstrate limited application of higher order thinking skills.	5D.2 Teachers will include higher order thinking skill questioning, as their essential questions, in their daily plans in which students will have the opportunity to respond. Utilize Investigations Differentiation and Intervention Guides for extension activities aligned to the district Learning Schedules	5D.2 Classroom Teachers Leadership Team ESE Teachers	5D.2 Student writing samples, written to answer the essential question introduced at the beginning of the lesson, will be evaluated collaboratively by grade level teams during	5D.2 A rubric will be used to determine the level of student understanding. Unit Tests	
		5D.3. Students need additional experience with problem solving strategies.	5D.3. In order for students to receive additional experiences with problem solving strategies, teachers will implement the investigative approach using the district adopted curriculum. Teachers will utilize FCIM model to effectively plan implementation of problem strategies. Utilize the Investigations Differentiation and Intervention Guide for practice and intervention activities aligned to the District Curriculum Map.	5D.3.Classroom teachers ESE Teachers	5D.3. Observations District benchmark assessments FCAT data	5D.3. Observation Benchmark assessment data FCAT	

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

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1 Students lack deep conceptual knowledge Mathematics.	5E.1 Students will demonstrate their cognitive thinking through daily writing in Mathematics. Students will use concrete math manipulatives when introduced to new mathematical concepts. FCIM mini lessons, based on concepts students are struggling with, will be used in small group instruction. Students will develop math vocabulary skills through the use of "Accountable Talk for Learning" (Think-alouds and questioning techniques) to increase engagement and strengthen rigor. Utilize Investigations Differentiation and Intervention Guides for practice and intervention activities aligned to the district Learning	5E.1 Classroom Teachers ESE Teachers Leadership Team	5E.1 Student writing samples will be discussed collaboratively by grade level teams during biweekly professional learning community meetings based on a rubric. An item analysis of quarterly benchmark assessments will occur during team professional learning community meetings to determine students' levels of understanding.	5E.1 A rubric will be used to determine the level of student understanding. Unit Tests Weekly assessments Checklists Benchmark assessments provided by the district

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		Schedules					
Mathematics Goal #5E: *To increase the number of students proficient 59 (89) in 2012 to 62% (88) in 1213*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% (89)	62% (88)					
		5E.2. Students demonstrate limited application of higher order thinking skills.	5E.2 Teachers will include higher order thinking skill questioning, as their essential questions, in their daily plans in which students will have the opportunity to respond. Utilize Investigations Differentiation and Intervention Guides for extension activities aligned to the district Learning Schedules	5E.2 Classroom Teachers Leadership Team ESE Teachers	5E.2 Student writing samples, written to answer the essential question introduced at the beginning of the lesson, will be evaluated collaboratively by grade level teams during	5E.2 A rubric will be used to determine the level of student understanding. Unit Tests	
		5E.3 Students need additional experience with problem solving strategies.	5E.3 In order for students to receive additional experiences with problem solving strategies, teachers will implement the investigative approach using the district adopted curriculum. Teachers will utilize FCIM model to effectively plan implementation of problem strategies. Utilize the Investigations Differentiation and Intervention Guide for practice and intervention activities aligned to the District Learning Schedules.	5E.3 Classroom teachers ESE Teachers	5E.3 Observations District benchmark assessments FCAT data	5E.3 Observation Benchmark assessment data FCAT	

End of Elementary School Mathematics Goals

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

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Middle School Mathematics Goals

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

ddle School Mathema	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: *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.*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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Rule 6A-1.099811
Revised April 29, 2011

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *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.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra 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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Algebra 1 EOC Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: *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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	_Enter numerical data for expected level of performance in this box._ White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards – Unpacking the standards	3-5	Administration	All grade 3-5 math teachers	Preplanning and throughout the school year.	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers
RTI in Math	K-5	RTI Leadership Team	School-wide	Early Release Days	Designated time to RTI, Lesson Plans and, Focus Walk	Administration and RTI Leadership Team
Academy of Math	K-5	District	Primary Teacher & Intermediate Teacher	District Scheduled	Reporting back to school and redelivering content	Administration

Training on Scholastic FASST Math online progra	All School Administration / Instructional Technology T	All grade level teachers	PLC Meetings during 1st quarter	School administration to observe implementation	School administration					
			K-5		Online Webinar	All Instructional Staff		November 1, 2012	School administration to observe program in classroom	Administration

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<u>Mathematics Budget</u> (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Students entering the fifth grade lacking knowledge in the scientific method.	1a.1. Consistent use of interactive science student books and hands on analysis of laboratory experiences through science journals to help students analyze and clear up misconceptions.	1a.1. Classroom Teachers	1a.1. Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.	1a.1. Performance Task, Progress Monitoring Assessment, and District Benchmark Test		
Science Goal #1A: 73% of students will score at a level 3 on the 2013 science portion of the FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	36%(51)	40% (64)					
		1a.2. Teachers learning to implement the new science curriculum effectively and blending the new curriculum with the current science strategies.	1a.2. Continuing to teach science using the 5E instructional model, while learning to implement the new curriculum effectively through consistent use of hands-on laboratory experiments and science journals.	1a.2. Classroom Teachers	1a.2. Focus Walks, Increase scores on district wide benchmark scores and effective use of interactive science student workbooks, journals, notebooks, and/or folders.	1a.2. District Benchmark Test, Progress Monitoring Assessments	
		1a.3. Teachers learning to unpack the benchmarks. Science PLC will focus on scientific processes, higher level questioning and analysis of data.	1a.3. Instructional materials being used effectively and with fidelity throughout the school year. Using the benchmarks to lead instruction of scientific processes, questioning, and data analysis.	1a.3. Classroom Teachers and Science Professional Learning Community	1a.3. Focus Walks, Classroom Observations by Administration, Progress Monitoring of Assessments	1a.3. Classroom Observations by Administration and through Focus Walks, Progress Monitoring of Assessments	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Teachers varied knowledge in the content standards and time constraint toward teaching science with fidelity.	2a.1. Consistently use the 5E instruction model, through use of hands-on laboratory experiments. Teachers will collaborate with colleagues to expand their knowledge of content in science teaching.	2a.1. Classroom Teachers	2a.1. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals	2a.1. Lesson Plans, Grade Level Meeting Notes, District wide Benchmark Test, Progress Monitoring Assessments		
Science Goal #2A: *38% of students will score at a level 4 or higher on the 2013 for the science portion of the FCAT*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	35% (49)	38% (60)					
		2a.2.Teachers lack of use of science leveled readers within guided reading groups.	2a.2. Teachers will utilize non-fiction science leveled readers.	2a.2. Classroom Teachers	2a.2. Use of leveled readers in guided reading and small group instruction.	2a.2. Guided reading lesson plans and Classroom Observations by Administration.	

		2a.3. Lack of parental involvement with completion of at home labs and Science Fair projects.	2a.3. Teachers will provide at home labs focusing on the scientific process within each strand. Fourth and fifth graders will produce individual science fair projects for the school wide science fair.	2a.3. Parents and Classroom Teachers	2a.3. Students will complete a lab sheet through successful completion of the at home lab. Individual student projects will meet the requirements of the science fair using the scientific method.	2a.3. Interactive Science Curriculum, County Approved Science Fair	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *NA*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	NA	*NA*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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Revised April 29, 2011

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	**Problem-Solving Process to Increase Student Achievem**					

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

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Biology 1 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.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interactive Science Training (New Science Curriculum	K-5	District Science Coaches	All Instructional Teachers	August 2,2012	Classroom observations	Administration
Academy of Science	K-5	District Facilitator	One Primary & One Intermediate Teacher	September – June 2012	Classroom observations	Administration

Science Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total:			

End of Science Goals

Writing Goals

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

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

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1A. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1A.1 Students need more explicit instruction in writing strategies aligned with tested benchmarks with an increased emphasis on spelling, grammar and conventions.	1A.1 In order for students to receive more explicit instruction in writing strategies, teachers will conference with students. Students will implement the writing process in the workshop model to edit and revise their writing. In addition teacher will utilize a school wide writing format with a common graphic organizer. Teachers will conduct monthly writing prompts which will be scored in alignment with the FCAT rubric.	1A.1 Writing PLC ELL Resource teacher Classroom teachers	1A.1 Analyzing and comparing data in regards to writing prompts given to students. PLC discussion of writing strategies	1A.1 Monthly writing prompts PLC meeting notes		
Writing Goal #1A: *56% of students tested will score a Level 4.0 or higher*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85% (153) Scored a Level 3 or higher	*86% (164) will score a Level 3 or higher* *56% (91) will score a Level 4 or higher*					

		1A.2. Students need additional experiences with vocabulary development.	1A.2. In order for students to receive additional experiences with vocabulary development, teachers will utilize Marzano's vocabulary strategies as well as core curriculum vocabulary strategies.	1A.2. Writing PLC Classroom Teachers	1A.2. observations Lesson plan review PLC review of FAIR data	1A.2. FCAT Data PMRN Reporting PLC meeting notes
		1A.3. Students need more explicit instruction in spelling, grammar and conventions.	1A.3. In order for students to receive more explicit instruction in spelling, grammar and conventions, teachers will increase instructional focus time on spelling, grammar and conventions as a part of daily core instruction.	1A.3. Writing PLC, Classroom teachers	1A.3. Source books, writing portfolios, journals, monthly writing prompts.	1A.3. Writing Prompts, lesson plans, PLC meeting notes
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: *NA*	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:*					
	NA	*NA*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

Writing Professional Development

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

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Rule 6A-1.099811
Revised April 29, 2011

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training in Writing	K-5	Principal & Assistant Principal District Coaches	Classroom Instructors	September 2012- June 2013	Lesson plans, classroom observations	Administration
Teaching the process of revising and editing	K-5th grade	Classroom Teachers	ELA 3rd-5th grade; All primary teachers	1/13/12	Team evaluates progress monitoring forms	Teachers and Administration

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total:			

End of Writing Goals

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

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

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

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Revised April 29, 2011

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *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.	

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: *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.	

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U.S. History Professional Development

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

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1 Students who are absent due to low parent involvement supporting the attendance policy. Students are not brought to school and allowed to be absent for various reasons.	1.1 Increase involvement of parents in education, increase communication with problem families, referrals to district truant officers and RTI Team. Weekly recognition of classrooms with perfect attendance with attendance trophy.	1.1 Guidance, Data Control	1.1 Constant monitoring of attendance records through Oncourse	1.1 Attendance records		

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

<table>
<tr>
<td rowspan="7">Attendance Goal #1:

New Berlin Elementary will reduce the number of students who are absent more than 20 days by 2% and reduce the number of tardies by 5% .</td>
<td colspan="2">2012 Current Attendance Rate:* / 2013 Expected Attendance Rate:*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95.4% (974)</td>
<td>96%. (1035)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Absences (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Absences (10 or more)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15%(68)</td>
<td>13% (60)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Tardies (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15%(149)</td>
<td>10% (107)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Students need to have a better understanding of how their attendance will affect their academic performance.</td>
<td>1.2. In order for students to have a better understanding of how their attendance will affect their academic performance, quarterly recognition will be done for students with favorable attendance as well as improvement in attendance.</td>
<td>1.2.Assistant Principal</td>
<td>1.2. Monthly attendance data will be collected.</td>
<td>1.2. OnCourse and Genesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3. Student who arrive late due to parents personal issues.</td>
<td>1.3. To provide parent workshops on attendance regarding the impact absenteeism has on student achievement.</td>
<td>1.3. Administration Guidance Counselor</td>
<td>1.3. Monitor early checkouts, tardies , through Genesis/</td>
<td>1.3. Attendance data through Genesis</td>
</tr>
</table>

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Strategies for Behavior Plans	K-5	Rti Committee	Grade Level Teams	PLC Staff Meetrings	Student Behavior Data	Leadership

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.Staff lacks consistency when monitoring and reinforcing the school wide rules and procedures in common areas.	1.1. Monthly Foundations meetings, in which one member from each grade level team attends, will be held in order to review rules and procedures as well as review data to determine problem areas. Post rules and procedures in common areas and classroom. Recognize students following NBE rules and procedures by awarding students for good behavior.	1.1Teachers, Support Staff, Administration	1.1. Monthly Foundation meetings, in which one member from each grade level team attends, will be held in order to review data to determine problem areas and effectiveness of strategies.	1.1. Foundations Data, indicating the number of students in ISSP will be used to determine if the strategy was effective.		
Suspension Goal #1: *To maintain the number of referrals for the 2012-2013 school year .0.3% (31)*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0.03% (31)	*0.03 (31)*					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0.005 (5)	*0.005(5)*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	0.002 (20)	*0.002 (*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	0.002(20)	*0.002 (20)*					
		1.2 Students lack a clear understanding of appropriate social and classroom behaviors.	1.2. Students struggling with specific behaviors will check-in with the guidance counselor or AP for behavioral interventions.	1.2. Classroom Teachers, Related Arts, Leadership Team, Guidance Counselor	1.2. Monthly Foundations meetings, in which one member from each grade level team attends, will be held in order to review data to determine problem areas and effectiveness of strategies.	1.2. Genesisdata, indicating the number of students in ISS/OSS, will be used to determine if the strategy was effective. Number of positive referrals will indicate students' use of appropriate behavior.	
		1.3. Students internal motivation to complete assignments, submit homework is inconsistent.	1.3. Students keep data folders, tracking progress in all major content areas as well as learner qualities which identify and foster the student's approach to the learning process. Students participate and lead both goal setting and quarterly data chats with parents and teachers, highlighting strengths and areas for growth.	1.3. Classroom Teachers	1.3. Teachers conduct regularly scheduled data chats with students to review present levels of achievement as well as interim goals set throughout the year.	1.3. Student Data Folders Data Chat conferences documented on Data Warehouse Data Chats with Parents documented on	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through						

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

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Champs Training	K-2	District	New Teachers	September 5, 2012	Observations / CHAMPS Visuals posted in classrooms	Administration
Foundations Training	K-2	District	Foundations Team	Quarterly	Observations	Administration

Suspension Budget (Insert rows as needed)

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

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1 New Berlin families need to be provided multiple opportunities to attend school scheduled events to gain a better understanding of the grade-level curriculum. 2012 Expected level of Parent Involvement:*	1.1. In order for NBE families to be provided multiple opportunities to attend school wide events, administrators will hold one community school wide event per semester. In addition administrators and teachers will provide parents the opportunity to attend quarterly curriculum focus evening events.	1.1. School administrators Teachers PTA Board	1.1. An increase in attendance at events	1.1. Attendance rosters		

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Parent Involvement Goal #1: Increase the number of parents participating and volunteering in school wide activities by 2%	*NBE will provide at least two community school wide activities and four quarterly curriculum events during the 2012 school year.*	2011 Current level of Parent Involvement:*				
	2 parent/student activities were held per semester during the 2011 school year attended by 40% of the parent population.	*3 parent activities will be held per semester during the 2012 school year with attendance of 50% of the parent population.*				
	.	1.2 NBE families need to be provided opportunities to learn valuable parenting strategies	1.2. In order for families to be provided valuable parenting strategies, Becoming a Love and Logic Parent Workshops will be held throughout the school year.	1.2 School administrators School Counselor	1.2 An increase in attendance of 10% at events.	1.2 Attendance rosters
		1.3 NB families need on-going communication regarding curriculum and important school events.	1.3 In order for families to receive on-going communication regarding curriculum and important school events, a monthly newsletter will be distributed to every family.	1.3 Media Specialist	1.3 Parent Satisfaction Survey	1.3 Results of parent Satisfaction Survey	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Training	K-5	Lawanda Polydore	School-wide	Preplanning	Observations	Administration
District Volunteer Training		Vickie Drake	Volunteer Coordinator	August , 2012	Review volunteer logs.	Administration

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Volunteer Orientation	Provide parents information about becoming a school volunteer	PTA	300.00
Subtotal: 300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $300			

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student 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		
1. Additional Goal	1.1.Time constraints	1.1.Develop and practice procedures for school's Crisis Plan	1.1. Leadership Team Foundation Team	1.1.Observations and Drills <u>Additional Goal #1:</u> *Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.*	1.1.Emergency evacuation and monthly fire drill reports <u>2012 Current Level :*</u>		
Additional Goal #1: *Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.*	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	100% of faculty and staff	*100% of faculty and staff*					

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of school's Emergency Plans	K-5	Foundations Team Chair Principal Assistant Principal	School-wide meetings	Quarterly Meetings	Observations	School Leadership
Code Yellow Drill	School-wide	Foundations Team	School-wide	November 16, 2012	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Foundations Team
Code Red Drill	School-wide	Foundations Team	School-wide	December 6, 2012	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Foundations Team

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 5,000
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: $300
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $5,300

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Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

- 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.

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

Increase Parent Involvement.
Establish quarterly student recognition programs for students meeting grading period goals.
Promote Learning Community Wide Literacy Development – Open Library, Readers' Theatre evening events for families.
Prioritize School Safety – walk to school volunteers monthly to promote safe routes.
Review data and monitor the progress of the school improvement plan.
Monitor school wide attendance and create programs to encourage students to be on time for school.
Approve the Florida Recognition dollars and School Improvement dollars

Describe the projected use of SAC funds.	Amount
Student Awards, agendas, and books of the month	2,800