

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

DRAFT

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|--|--------------------------------|
| School Name: Mascotte Elementary Charter | District Name: Lake |
| Principal: Wayne Cockcroft | Superintendent: Susan Moxley |
| SAC Chair: Steve Sanford | 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.)

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

[High School Feedback Report](#)

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

Administrators

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

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---------------------|-----------------|--|-----------------------------------|-------------------------------------|--|
| Principal | Wayne Cockcroft | Bachelors of Science-Physical Education (6-12), Math (5-9), and Middle Grades Endorsement. Masters of Education-School Principal (K-12) | 10 | 12 | <p>School Grades: 2007-B Annual Yearly Progress: 2007-No 2008-C 2008-Yes 2009-B 2009-No 2010-A 2010-No 2011-A 2011-No</p> <p>Proficiency: 2007-Reading-69, Math-59, Science-33, Writing-75 2008-Reading-63, Math-62, Science-36, Writing-76 2009-Reading-73, Math-69, Science-40, Writing-78 2010-Reading-79, Math-78, Science-50, Writing-71 2011-Reading- 72, Math-80, Science-45,Writing-70</p> <p>Learning Gains: 2007-Reading-77, Math-70 2008-Reading-60, Math-69 2009-Reading-64, Math-55 2010-Reading-74, Math-67 2011-Reading- 64, Math-66</p> <p>Lowest 25%: 2007-Reading-64, Math-72 2008-Reading-53, Math-69 2009-Reading-65, Math-76 2010-Reading-65, Math-71 2011-Reading-64, Math-70</p> |
| Assistant Principal | Radean Johnson | Bachelors of Arts-Elementary Education (1-6) Physical Education (K-8) E.S.O.L. Endorsed | 16 | 6 | <p>School Grades: 2007-B Annual Yearly Progress: 2007-No 2008-C 2008-Yes 2009-B 2009-No 2010-A 2010-No 2011-A 2011-No</p> <p>Proficiency:</p> |

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

| | | | | | |
|--|--|--|--|--|--|
| | | Masters of Education- School Principal (K-12) | | | <p>2007-Reading-69, Math-59, Science-33, Writing-75 2008-Reading-63, Math-62, Science-36, Writing-76 2009-Reading-73, Math-69, Science-40, Writing-78 2010-Reading-79, Math-78, Science-50, Writing-71 2011-Reading- 72, Math-80, Science-45, Writing-70</p> <p>Learning Gains:</p> <p>2007-Reading-77, Math-70 2008-Reading-60, Math-69 2009-Reading-64, Math-55 2010-Reading-74, Math-67 2011-Reading- 64, Math-66</p> <p>Lowest 25%:</p> <p>2007-Reading-64, Math-72 2008-Reading-53, Math-69 2009-Reading-65, Math-76 2010-Reading-65, Math-71 2011-Reading- 64, Math-70</p> |
|--|--|--|--|--|--|

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

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) |
|--------------|-------------|---|-----------------------------------|---|--|
| Reading | Terri Brown | Bachelor of Arts Elementary Education (1-6) E.S.O.L. Endorsed Reading Endorsed (K-12) Master of Arts Elementary Education | 15 | 8 | 2008-C 2008-No 2009-B 2009-No 2010-A 2010-No 2011-A 2011-No Proficiency: 2007-Reading-69, Math-59, Science-33, Writing-75 2008-Reading-63, Math-62, Science-36, Writing-76 2009-Reading-73, Math-69, Science-40, Writing-78 2010-Reading-79, Math-78, Science-50, Writing-71 2011-Reading-72, Math- 80, Science-45, Writing-70 Learning Gains: 2007-Reading-77, Math-70 2008-Reading-60, Math-69 2009-Reading-64, Math-55 2010-Reading-74, Math-67 2011-Reading- 64, Math-66 Lowest 25%: 2007-Reading-64, Math-72 2008-Reading-53, Math-69 |

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

| | | | | | |
|-----|-------------------|--|---|---|---|
| | | | | | 2009-Reading-65, Math-76 2010-Reading-65, Math-71 2011-Reading- 64, Math-70 |
| All | Jaime Reis Elbara | BS in Telecommunications Minor in Business MS in Educational Leadership ESOL Endorsed | 9 | 0 | |
| | | | | | |

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. Contact Colleges | Wayne Cockcroft | 5/25/2013 |
| 2. Attend College Symposium | Wayne Cockcroft | 5/25/2013 |
| 3. | | |
| 4. | | |

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

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 |
|--|---|
| Out of Field 0%(0) | |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 59 | 3 | 34 | 41 | 22 | 20 | 100 | 13.5 | 0 | 92 |

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 |
|------------------|-----------------|-----------------------|------------------------------|
| Laura Bledsoe | Kristine Carter | Same Grade level | Collegial Planning |
| Jennifer Garland | Shelby Marshall | Same Grade Level | Collegial Planning |
| | | | |

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

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 4.5 Teachers, 4 teacher assistants, 1 literacy coach, 1 family school liaison, parent involvement nights, staff developments. |
| Title I, Part C- Migrant We hold quarterly meetings with an LEA staff member to discuss student progress, concerns and strengths. |
| Title I, Part D Our Guidance department works with LEA to ensure that our students who qualify for assistance under Title I Part D receive services. |
| Title II Mascotte Elementary Charter strives to hire and retain highly effective staff members. |
| Title III As a school with many ELL students we work closely with the LEA staff to identify and provide services for those students. |
| Title X- Homeless Our Guidance department works hand in hand with the LEA to identify and provide services to our homeless students. |
| Supplemental Academic Instruction (SAI) Our SAC oversees the distribution of SAI monies. |
| Violence Prevention Programs |
| Nutrition Programs Provided by the LEA |
| Housing Programs N/A |
| Head Start N/A |
| Adult Education Provided by the LEA |
| Career and Technical Education Provided by the LEA |
| Job Training Provided by the LEA |
| Other |

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

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

| School-Based MTSS/RtI Team |
|--|
| Identify the school-based MTSS leadership team .Jodie Cousins, Radean Johnson, Terri Brown, Cynthia Ortiz, Beth Wells |
| 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 has scheduled monthly meetings to meet with teachers and parents of students who have been identified as in need of intensive interventions. Student assessment data collected, graphed and compared to grade level to determine effectiveness of classroom interventions. Our school schedule is designed to allocate daily RtI interventions times for both reading and math in all grade levels. We also implement P.B.S. as our core behavioral plan for the RtI process. Students are closely monitored using a variety of assessments and progress monitoring tools. Our MTSS/RtI team works with grade level teams, the E.S.E. Department and curriculum to determine appropriate interventions and materials. |
| Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Our MTSS/RtI team is instrumental in writing the S.I.P., analyzing data and making curricular decisions based on data. Areas of deficiency are identified, data is analyzed, and curricular decisions are made to solve the problem using all available resources. Data is continually analyzed to identify trends and areas of need. |
| MTSS Implementation |
| Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Academic Data sources- FCAT, EDUSOFT, SARI, STAR reading and math. Lake Benchmark Assessments, Literacy First Behavioral Data Sources- AS400, Positive Behavior System |
| Describe the plan to train staff on MTSS. The MTSS/RtI leadership team trains each teacher in the RtI process through ongoing grade level meetings and RtI notebooks. Ongoing support and training for our RtI team and our teachers provided by the district staff. |
| Describe the plan to support MTSS. The /RtI committee offers support to MTSS by providing consultation, feedback and record of fidelity at each tier of the RtI. A structured format is used when analyzing possible reasons for a student’s academic or behavioral needs, planning interventions and evaluating progress. |

Literacy Leadership Team (LLT)

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

| |
|---|
| School-Based Literacy Leadership Team |
| Identify the school-based Literacy Leadership Team (LLT). Wayne Cockcroft, Radean Johnson, Jaime Reis-Elbara, Terri Brown, Mary Lou McMillan, Debbie Campbell, Olivia Conard, Carly O'Neal, Robyn Kieft, Wendi Newman, Tomekia Thomas, Jennifer Garland, Rachael Hernandez, Laura Bledsoe |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Monthly Meetings to evaluate data. |
| What will be the major initiatives of the LLT this year? 1. To develop higher order questions in order to increase rigor. 2. To incorporate complex text into everyday instruction. |

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

****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.

We provide a Kindergarten a Round-Up to register students. In addition we have Kindergarten Orientation Night to provide students and parents of an overview of Kindergarten and materials to help prepare the students for school. Our on-site Pre-k students are included in our activities.

****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](#).

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

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. The increased rigor and higher cut scores on the FCAT Reading Assessment has greatly reduced the percentage of students scoring at or above level 3. | 1A.1. 1. Hire an additional teacher at third, fourth, and fifth grade. 2. Develop higher level of questioning techniques 3. Integrate complex text into all areas of the curriculum. | 1A.1. Literacy Leadership Team. | 1A.1. Analysis of student assessment Data, ongoing progress monitoring, fidelity testing, RtI, FCIM, Literacy First walkthroughs, and TEAM. | 1A.1. FCAT Reading |
| Reading Goal #1A: <i>Our goal is to improve the number of students scoring at Achievement Level 3 to 65%.</i> | 2012 Current Level of Performance:* 47% | 2013 Expected Level of Performance:* 65% | | | | | |
| | | | 1A.2. Our data indicates that our ELL students aren't making gains at the same rate as our other students in reading. | 1A.2 Develop and implement project Based Learning lessons | 1A.2. Literacy Leadership Team | 1A.2. On Going Progress Monitoring | 1A.2. Lake Benchmark Assessments FCAT Reading |
| | | | 1A.3. Provide Reading skill reinforcement for Literacy First learning station activities | 1A.3. Purchase materials for Reading Resource room. | 1A.3. Terri Brown Mary Lou McMillan | 1A.3. Analysis of LBA reading data | 1A.3. LBA Reading FCAT Reading |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Reading Goal #1B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

DRAFT

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---|--|---|---|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. | | | 2A.1. The increased rigor and higher cut scores on the FCAT Reading Assessment has greatly reduced the percentage of students scoring at or above level 4. | 2A.1. 1. Hire an additional and teacher at third, fourth, and fifth grade. 2. Develop higher level of questioning techniques 3. Integrate complex text into all areas of the curriculum. 4. We offer advanced classes in grades 2-5 that provide an accelerated and enriching curriculum for students scoring in high achievement levels 5. Our 200 iPads are stored in the closet awaiting activation. There is no other option except waiting. 6. Use Apps on our Ipads to generate student interest and reinforce skills. | 2A.1. Literacy Leadership Team | 2A.1. Analyze LBA results for reading for needs. | 2A.1. Literacy First Assessments, FCAT Reading, EDUSOFT, STAR Reading. SAT-10 (K-2). |
| Reading Goal #2A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | We purchased our iPads in May and we are still waiting for the district to configure them to work with our system and for wireless access to be connected. | | | | |
| <i>Increase the achievement level of students scoring level 4 or higher from 24 % to 30% by using iPads to facilitate activities that require higher order thinking skills..</i> | 24% | 30% | | | | | |
| | | | | | | | |
| | | | 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 reading. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Reading Goal #2B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|---|---|-----------------------|
| 3A. FCAT 2.0: Percentage of students making learning gains in reading. | | | 3A.1. Our ELL students are not making learning gains at the same rate as our other subgroups. | 3A.1. 1. Hire additional teachers at 3 rd , 4 th and 5 th grade to reduce class size. 2. Use Rosetta Stone technology programs. 3. Additional 90 minutes of reading instruction for those scoring a Level 1 or 2. | 3A.1. Literacy Leadership Team | 3A.1. Analysis of LBA Data. | 3A.1. FCAT Reading |
| Reading Goal #3A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Increase the number of students making learning gains in reading to 70%</i> | <i>65% of our students made learning gains on the Reading FCAT assessments.</i> | <i>70% of our students will make learning gains on the FCAT reading assessment.</i> | | | | | |
| | | | 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 reading. | | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| Reading Goal #3B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|---|-----------------|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. | | | 4A.1. ELL students lack a complete grasp of the English Language especially academic vocabulary. Lack of wireless access for our 200 Ipads | 4A.1. Use Rosetta Stone English program for our ELL students. | 4A.1. Classroom teacher | 4A.1. LAB data analysis | FCAT Reading |
| Reading Goal #4A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| To increase the percent of students in the lower quartile that are making learning gains from 65% to 68% | 65 | 68 | | | | | |
| | | | 4A.2. | 4A.2. | 4A.2. | 4A.2. | 4A.2. |
| | | | 4A.3. | 4A.3. | 4A.3. | 4A.3. | 4A.3. |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. | | | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. |
| Reading Goal #4B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. |
| | | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.3. |

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|--|--|---|---|---|---|---|-----------|
| 5A. In six years school will reduce its achievement gap by 50%. Reading Goal #5A: Our goal is to achieve required percentages for yearly AMO. | Baseline data 2010-2011 49% | | 47% | 58% | 62% | 66% | 70% | 75% |
| | | | | | | | | |
| 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 reading. | | | 5B.1. White:59-64 Black:43-49 Hispanic:40-44 Asian: American Indian: | 5B.1. 1. Flight Academy to provide intervention instruction for students scoring level 1 or 2. 2. Title one Parent and conference night each semester to increase parent involvement. 3. Differentiate academic skills/lessons for all under performing students. 4. All 3-5 grade students will practice using FCAT Explorer and LBA mini benchmark progress monitoring assessments. | 5B.1. Leadership Team | 5B.1. Ongoing Progress monitoring | 5B.1. FCAT CELLA LBA Literacy First | |
| Reading Goal #5B: Our goal is to decrease the number of underperforming students by 10% | 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. White:59 Black:43 Hispanic:40: Asian:64 American Indian: N/A | 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. White:64 Black:49 Hispanic:44: Asian:68 American Indian: N/A | Asian: American Indian: Hispanic Subgroup: The students lack a complete grasp of the English Language. Our Black subgroup has a lack of parental support for academics. Our white subgroup struggled with the increased rigor of FCAT 2.0 | | | | | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|--|---|---|---|-----------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | | | 5C.1. Our ELL students are not making learning gains at the same rate as our other subgroups. | 5C.1. Rosetta Stone ELL Accommodations Differentiated Instruction in flex groups | 5C.1. Cynthia Ortiz Leadership Team | 5C.1. Rosetta Stone usage Ongoing progress monitoring | 5C.1. CELLA |
| Reading Goal #5C: <i>Our goal is to reduce the number of underperforming students. By 10%</i> | 2012 Current Level of Performance:* <i>20% of students made satisfactory progress 80% did not.</i> | 2013 Expected Level of Performance:* <i>28% will make satisfactory progress</i> | | | | | |
| | | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |
| Reading Goal #5D: <i>We do not have this subgroup.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|--|---|---|---|-----------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | | | 5E.1. Students' primary needs are not being met. | 5E.1. We offer free breakfast for all students. | 5E.1. Principal | 5E.1. Parent Resource Room Sign in | 5E.1. FCAT |
| Reading Goal #5E: <i>Our goal is to reduce the number of underperforming Economically Disadvantaged students by 10%</i> | 2012 Current Level of Performance:* 56% not making progress | 2013 Expected Level of Performance:* 50% not making progress | Parent involvement concerning academics is limited by language barriers. | We offer free or reduced lunch for those that qualify. We have a Family School Liaison that has a flexible schedule to staff the Parent Resource Room to provide learning materials for our parents to use at home with their children.. | FSL | Parent Involvement sign in sheets. | |
| | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 |
| Literacy First | K-5 | June Lynch | School Wide | 2 times per year | Collegial Planning Literacy First Walk Throughs | R. Johnson |
| Kagan | K-5 | Terri Brown | School Wide | 2 times per year | Walk Throughs Collegial Planning | R. Johnson |
| Common Core | K-5 | Terri Brown | School Wide | August 2012 | Collegial Planning Walk Throughs | R. Johnson |
| Project Based Learning | K-5 | Terri Brown/ M. McMillan | School Wide | Oct. 19, 2012 | Project Display | R. Johnson |

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

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 |
| Hire an additional teacher to reduce class size in grades 3-5. | School Budget | Charter Budget | 150,000.00 |
| Integrate Project Based Learning into our curriculum. | PBL- VSPC | Charter Funds | \$600.00 |
| | | | 150,600.00 Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Integrate higher order questioning techniques & cooperative learning experiences into the curriculum. | Kagan Cooperative Structures | Charter | 800.00 |
| Integrate complex texts into all areas of the curriculum through the adoption of the Common Core Standards. | Common Core Text Exemplars | Media Funds | 1200.00 |
| | | | 2,000.00 Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Literacy First Learning Stations | Games/Activities | Title One | 2500.00 |
| | | | Subtotal: |
| | | | 155,100.00 Total: |

End of Reading Goals

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

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. CELLA Goal #1: <i>Our goal is to increase the proficiency level to 42%</i> 2012 Current Percent of Students Proficient in Listening/Speaking: <i>Our current level of proficiency is 38%</i> | | 1.1. Students have no previous experience with English. | 1.1. Mainstream Classroom with ELL endorsed teacher providing accommodations. Use Rosetta Stone with ELL students. | 1.1. Cynthia Ortiz | 1.1. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 1.1. CELLA |
| | | 1.2. Limited exposure to English outside of school. | 1.2. Parental Involvement and referral to Family School Liaison for materials / ELL classes. | 1.2. Classroom Teacher | 1.2. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 1.2. CELLA |
| | | 1.3. Silent period due to adjusting to new academic environment and /or new culture. | 1.3. Give opportunities to participate and interact with others in activities that use gestures, physical movement, art | 1.3. Classroom Teacher | 1.3. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 1.3. CELLA |
| 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. CELLA Goal #2: <i>Our goal is to increase our proficiency to 24%</i> 2012 Current Percent of Students Proficient in Reading: <i>Our current level of proficiency is 20%</i> | | 2.1. Students have no previous experience with English. | 2.1. Mainstream Classroom with ELL endorsed teacher providing accommodations Use Rosetta Stone with our ELL students. | 2.1. Cynthia Ortiz | 2.1. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 2.1. CELLA FCAT |
| | | 2.2. Limited exposure to English outside of school. | 2.2. Parental Involvement and referral to Family School Liaison for materials / ELL classes. | 2.2. Classroom Teacher | 2.2. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 2.2. CELLA FCAT |

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

| | | | | | | |
|--|--|--|--|---------------------------|--|-----------------------|
| | | 2.3. Silent period due to adjusting to new academic environment and /or new culture | 2.3. Give opportunities to participate and interact with others in activities that use gestures, physical movement, art | 2.3. Classroom Teacher | 2.3. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 2.3. CELLA FCAT |
|--|--|--|--|---------------------------|--|-----------------------|

DRAFT

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

| 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. Students have no previous experience with English. | 2.1. Mainstream Classroom with ELL endorsed teacher providing accommodations | 2.1. Cynthia Ortiz | 2.1. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 2.1. CELLA FCAT |
| CELLA Goal #3: <i>Our goal is to increase our students' level of proficiency to 19%</i> | 2012 Current Percent of Students Proficient in Writing : <i>Our current level of proficiency is 15%.</i> | | | | | |
| | | 2.2. Limited exposure to English outside of school | 2.2. Parental Involvement and referral to Family School Liaison for materials / ELL classes. | 2.2. Classroom Teacher | 2.2. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 2.2. CELLA FCAT |
| | | 2.3. Silent period due to adjusting to new academic environment and /or new culture | 2.3. Give opportunities to participate and interact with others in activities that use gestures, physical movement, art | 2.3. Classroom Teacher | 2.3. Monthly student data chats with teacher. ELL portfolios Lake Benchmark Testing | 2.3. CELLA FCAT |

DRAFT

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

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: |

End of CELLA Goals

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

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 |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1A.1. Our ELL students are not making gains at the same rate as our other students., due to a language barrier and the inability to read longer story problems | 1A.1. Intensive math instruction for an additional 90 minutes per week for all of our Level 1 and 2 students. Reduce class size by hiring an additional teacher at grades 3-5. Use FCAT Explorer for 30 minutes per week for our fifth graders. | 1A.1. Leadership Team | 1A.1. Analyze math LBA data for trends Monitor FCAT Explorer usage and trends | 1A.1. Math FCAT LBA Math |
| Mathematics Goal #1A: Our goal is to decrease the number of students that scored a Level 2 by 5%, by moving those students to a Level 3. | 2012 Current Level of Performance:* 24% | 2013 Expected Level of Performance:* 29% | We are waiting for our 200 Ipad to be configured to the district's system so that we can use them. We are also waiting on our wireless to be connected. | | | | |
| | | | 1A.2. The increase in the FCAT 2.0 we have fewer high performing students. | 1A.2. Intensive math instruction for an additional 90 minutes per week for all of our Level 1 and 2 students. Reduce class size by hiring an additional teacher at grades 3-5. Use FCAT Explorer for 30 minutes per week for our fifth graders. | 1A.2. Leadership Team | 1A.2. Analyze math LBA data for trends Monitor FCAT Explorer usage and trends | 1A.2. Math FCAT LBA Math |
| | | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Mathematics Goal #1B: Enter narrative for the goal in this box. | 2012 Current Level of Performance:* 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. | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |

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

| | | | | | | |
|--|--|-------|-------|-------|-------|-------|
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |
|--|--|-------|-------|-------|-------|-------|

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|--|--------------------|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | | | 2A.1. Our students lack learning experiences that provides the background knowledge needed to score achievement level 4 or 5. | 2A.1. All 5 th grade students will practice FCAT math benchmarks on FCAT Explorer. We provide advanced classes for grades 3-5. Plan and provide Project Based Learning experiences to enable students to apply math skills. | 2A.1. Leadership team Classroom teachers | 2A.1. Analyze LBA & FCAT Explorer data for trends in each strand. | 2A.1. FCAT Math |
| <u>Mathematics Goal</u> #2A: | <u>2012 Current Level of Performance:*</u> 27% | <u>2013 Expected Level of Performance:*</u> 30% | We are waiting for our 200 iPads to be configured to the district's system so that we can use them. We are also waiting on our wireless to be connected | | | | |
| <i>Our goal is to increase the percentage of students scoring 4's and 5's on FCAT math by 3%.</i> | | | | | | | |
| | | | 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. |
| <u>Mathematics Goal</u> #2B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|---|--|--------------------------------|
| 3A. FCAT 2.0: Percentage of students making learning gains in mathematics. | | | 3A.1. ELL students experience a language barrier making it difficult for them to read and comprehend story problems. | 3A.1. Grades 3-5 will use SSS practice math supplemental materials 5 th grade will use FCAT Explorer program Intensive math instruction for all students scoring level 1 & 2 on FCAT math. | 3A.1. Leadership team Classroom teachers | 3A.1. Analyze LBA & FCAT Explorer for trends in each standard. | 3A.1. FCAT math Assessment LBA |
| <u>Mathematics Goal</u> #3A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>Our goal is to increase the percentage of students making learning gains by 5%</i> | 58% | 63%. | | | | | |
| | | | | | | | |
| | | | 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. |
| <u>Mathematics Goal</u> #3B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|---|--------------------|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4A.1. Long multi-step math problems are difficult for our ELL and SWD students to read and solve | 4A.1. 5 th grade students will use FCAT Explorer technology program daily for math benchmark practice. | 4A.1. Leadership Team | 4A.1. Analyze LBA math data Analyze FCAT Explorer program data. | 4A.1. FCAT Math |
| <u>Mathematics Goal</u> #4A: To increase the percentage of students making gains in the lowest quartile from 47% to 53%. | <u>2012 Current Level of Performance:*</u> 49% | <u>2013 Expected Level of Performance:*</u> 53% | | | | | |
| 4A.2. | | | | | | | |
| 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. |
| <u>Mathematics Goal</u> #4B: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| 4B.2. | | | | | | | |
| 4B.3. | | | | | | | |

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--|---------------------------------------|--|--|--|---|--|--------------------|-----------|
| 5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: In six years school will reduce their achievement gap by 50%. | Baseline data 2010-2011 57% | | 61% | 64% | 68% | 71% | 75% | 79% |
| | | | | | | | | |
| 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. Mathematics Goal #5B: <i>Our goal is to reduce the percentage of low performing students in each of our subgroups by 5%.</i> | | | 5B.1. White: Black: Hispanic: Asian: American Indian: 87% of our students qualify for free or reduced lunch Students lack experiences where they are able to apply their learning. Parents are unable to help students with complex math skills. | 5B.1. Provide free breakfast for all students Provide free school lunch for those that qualify Plan and provide Project Based Learning experiences for students to apply their learning Hold parent FCAT nights to teach parents how to help students succeed. | 5B.1. Leadership Team | 5B.1. Analyze LBA data for Economic Disadvantaged students for trends and improvement. All classes will participate in a math Project Based Learning Parent surveys | 5B.1. FCAT Math | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---|--|---|--|------------------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | 5C.1. Our ELL students experience a language barrier making it difficult for them to read & complete complex story problems. | 5C.1. Math benchmark practice on FCAT Explorer technology program Use Rosetta Stone English program Strategic intervention 90 minutes weekly for level 1 & 2 students. | 5C.1. Leadership Team | 5C.1. Analyze LBA and FCAT Explorer data for trends in achievement. | 5C.1. FCAT Math LBA |
| <u>Mathematics Goal #5C:</u> <i>Our goal is to decrease the percentage of low performing ELL students from 59% to 54%</i> | <u>2012 Current Level of Performance:*</u> 59% | <u>2013 Expected Level of Performance:*</u> 54% | | | | | |
| | | | 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. All students in this subgroup have been identified as having a learning disability or an intellectual disability. | 5D.1. We use the inclusion strategy for SLD/VE students. We hire additional paraprofessionals to work with children in our intellectually disabled, self contained classrooms. We use Successmaker technology to provide differentiated practice and instruction. | 5D.1. Leadership Team | 5D.1. Analyze LBA ad FCAT data trends in achievement | 5D.1. FCAT LBA |
| <u>Mathematics Goal #5D:</u> <i>Our goal is to decrease the percentage of low performing students from 90% to 81%.</i> | <u>2012 Current Level of Performance:*</u> 90% | <u>2013 Expected Level of Performance:*</u> 81% | | | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---|--|---|--|----------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | 5E.1. Basic needs are not being met for these students | 5E.1. Provide free breakfast for all students | 5E.1. Leadership Team | 5E.1. Analyze FCAT and LBA data for trends in achievement | 5E.1. FCAT LBA |
| <u>Mathematics Goal</u> #5E: <i>Our goal is to increase the percentage of high performing students from 49% to 53%</i> | <u>2012 Current Level of Performance:*</u> 49% | <u>2013 Expected Level of Performance:*</u> 53% | Students lack experiences to build background knowledge. | Provide free school lunch for those that qualify Plan and provide Project Based Learning experiences for students to apply their learning | | | |
| | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

| Middle School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1A.2. | 1A.2. | 1A.2. | 1A.2. | 1A.2. |
| | | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |
| 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: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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

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

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

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

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

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

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2010-2011 | | | | | | | | |
| | | | | | | | | | |
| 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. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> | | | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | | |
| 2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| | | | | | | | | | |

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

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

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

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

DRAFT

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

Florida Alternate Assessment High School Mathematics Goals

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

| High School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

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

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

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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|--|-----------|---|---|-----------------|-----------|
| 3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2010-2011 | | | | | | | |
| | | | | | | | | |
| 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. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |
| | | | | | | | | |

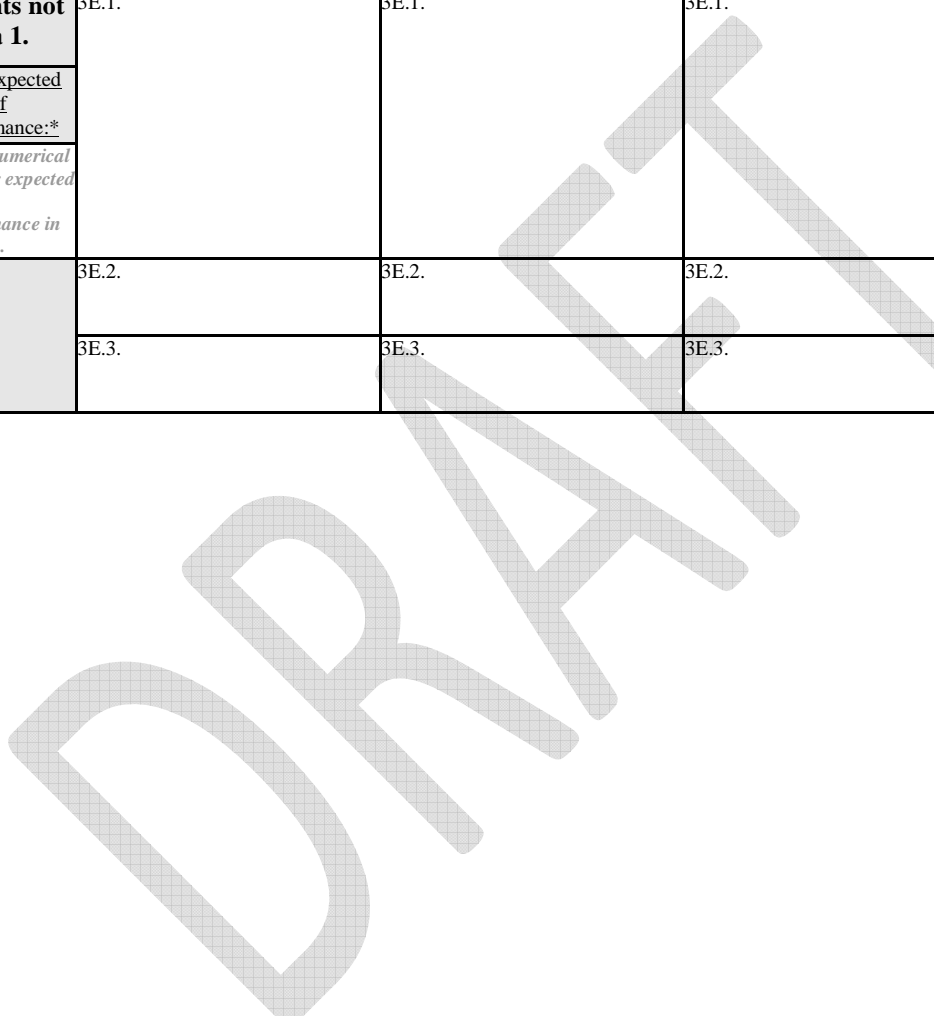
2012-2013 School Improvement Plan (SIP)-Form SIP-1

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 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 |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. |
| | | | | | | | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---------------------|----------|---|---|-----------------|
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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



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

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

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

| 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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2011-2012 | | | | | | | |
| | | | | | | | | |
| 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. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | |
| | | | | | | | | |
| | | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 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 |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. | | | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. |
| Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. |
| | | | | | | | |

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

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

End of Geometry EOC Goals

Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 |
| Project Based Learning | All | Terri Brown Mary L. McMillan | School wide | October 19,2012 | Display of Projects | Leadership Team |
| | | | | | | |
| | | | | | | |

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

Mathematics Budget (Insert rows as needed)

| | | | |
|--|---|----------------|-------------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Project Based Learning | Materials for projects and lesson plans | Charter Budget | \$600.00 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Project Based Learning | Materials for workshop | Charter Budget | \$100.00 |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Project Based Learning Resource Books | Resource Books | Title One | 600.00 |
| | | | |
| | | | Subtotal: |
| | | | Total: \$1300.00 |

End of Mathematics Goals

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

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. Our ELL students experience a language barrier that makes it difficult for them to read and comprehend complex texts. | 1A.1. Use the Rosetta Stone English program daily. | 1A.1. Leadership team Tina Cash | 1A.1. Analyze data from LBA Science assessments for trends in student achievement for each strand. | 1A.1. LBA Science 3x per year FCAT Science |
| Science Goal #1A: <i>We will increase the number of students achieving Level 3 or higher from 36% to 41%.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 36% | 41% | | | | | |
| | | | 1A.2. Our students lack experiences that will help them build knowledge and apply skills. | 1A.2. Plan and provide Project Based Learning experiences to enable students to apply science skills. | 1A.2. Leadership Team | 1A.2. Science Fair participation | 1A.2. FCAT Science. |
| | | 1A.3. This is a different group of students. So just the fact that we do not know if this group of students have the same background knowledge and academic ability, as last year's group, is a barrier. | 1A.3. Use beginning of the year baseline from LBA to compare this group to last year's group and plan accordingly. | 1A.3. Science teacher Leadership team | 1A.3. Progress monitoring through LBA Science assessments | 1A.3. FCAT and LBA Science 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|---|--|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | | | 2A.1. Our ELL students experience a language barrier that makes it difficult for them to read and comprehend complex texts. | 2A.1. Plan and provide Project Based Learning experiences to enable students to apply science skills. | 2A.1. Science teacher and Leadership team | 2A.1. Progress monitoring through LBA Science assessments | 2A.1. FCAT and LBA Science assessments |
| Science Goal #2A: <i>We will increase our students scoring level 4 or higher from 8% to 13%.</i> | 2012 Current Level of Performance:* 8% | 2013 Expected Level of Performance:* 13% | | | | | |
| | | | 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 science. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Science Goal #2B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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

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

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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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

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

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 Achievement | | | | |
|---|---|--|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Biology 1. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.3. | 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. |
| Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Biology 1 EOC Goals

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

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 |
| Higher Order Questions | 3's, 4's & 5's | Terri Brown | Professional Learning Community | November, December, January | TEAM, Walkthroughs | Principal |
| | | | | | | |
| | | | | | | |

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 |
| Science Fair | Display Boards | Title One | 600.00 |
| | | | Subtotal: |
| | | | Total: |

End of Science Goals

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

DRAFT

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

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 |
| 1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | | | 1A.1. Many of our students lack basic writing skills as well as English language skills | 1A.1. Implement 6+ Traits of writing school wide Writing prompts will be assessed, twice monthly, using rubrics at all grade levels. Use National Vocabulary program in grades 4 & 5 to increase language skills | 1A.1. Leadership Team | 1A.1. Writing prompt data analysis each 9 weeks | 1A.1. FCAT Writes |
| Writing Goal #1A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Our goal is to increase the percentage of students scoring at or above a level 3 in writing by 10%.</i> | 67% | 77% | | | | | |
| | | | | | | | |
| | | | 1A.2. | 1A.2. | 1A.2. | 1A.2. | 1A.2. |
| | | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |
| 1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Writing Goal #1B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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

Writing 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 |
| Fourth Grade writing anchor sets | 4th | Rachel Hernandez/ Terri Brown | 4 th grade teachers | Nov. 1, 2012 | Scoring Essays | Terri Brown |
| | | | | | | |
| | | | | | | |

Writing Budget (Insert rows as needed)

| | | | |
|---|---|----------------|------------------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Material(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 |
| 4 th Grade Writing | District Blueprints/Anchor Sets Title 1 | | 420.00 |
| | | | |
| | | | Subtotal:420.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Trade Books for 6+Traits | Books | Title One | 800.00 |
| | | | |
| | | | Subtotal:800.00 |

End of Writing Goals

DRAFT

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

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

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

| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

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

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

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

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

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

| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

U.S. History Professional Development

| 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 |
| | | | |
| | | | |
| | | | 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. 1. Our non native population likes to visit their native country over holidays. With school being in session until December 21 st This decreases our attendance rate. 2. The parents do not understand the importance of regular school attendance and being on time. | 1.1. Monthly attendance meeting with parent notification of attendance issues. Send notes to students once they have 5 tardies. Call parents of students who are already at 9 or more tardies. The FSL will contact parents of students with excessive or unexcused absences. | 1.1. Attendance committee | 1.1. Analyze data at monthly meeting | 1.1. End of the year attendance reports. |
| Attendance Goal #1: | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| Our goal is to increase our attendance rate from 94.92% to 96%. | 94.92% | 96% | | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | 28.75% (209) | 25%(200) | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| 11.4%(83) | 9.5% | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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

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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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

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. Consistent funding for incentives and materials to implement PBS effectively. | 1.1. Positive Behavior System model school-wide PBS team support Analyze discipline data trends, suspensions and referral rates | 1.1. PBS Committee | 1.1. Trends in school discipline | 1.1. End of year AS 400 reports |
| Suspension Goal #1: | 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions | | | | | |
| <i>Our goal is to reduce the number of in school and out of school suspensions by 10%</i> | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School | | | | | |
| | 2012 Total Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | | |
| | 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School | | | | | |
| | 110 | 99 | | | | | |
| | 60 | 54 | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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

Suspension Professional Development

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| PBS | Incentive Items | Charter | 600.00 |
| | | | |
| | | | Subtotal:600.00 |
| 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:600.00 |

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

| 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 | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | | |
| | <i>Enter numerical data for dropout rate in this box.</i> | <i>Enter numerical data for expected dropout rate in this box.</i> | | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | | |
| | <i>Enter numerical data for graduation rate in this box.</i> | <i>Enter numerical data for expected graduation rate in this box.</i> | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Dropout Prevention Professional Development

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

Dropout Prevention Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | 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 | | | Language barriers exist for our parents who do not speak English. | 1.1. Parent Involvement Staff development for teachers Monthly student focused programs Schedule school-wide conference night and grades 3-5 FCAT nights and K-2 student progress night. Schedule parent reading night and book give away. | 1.1. Maria Cruz Terri Brown Mary Lou McMillan | 1.1. Event's parent sign in sheets Parent resource room usage logs. | 1.1. Parent Climate Survey Parent Liaison data base | | | | | |
| <u>Parent Involvement Goal #1:</u> | <u>2012 Current Level of Parent Involvement:*</u> | <u>2013 Expected Level of Parent Involvement:*</u> | | | | | | | | | | |
| <i>Our goal is to improve our parent involvement from 50% to 55%.</i> | 50% | 55% | | | | | | | | | | |
| | | | 1.2. Providing enough translators for conference nights, meetings and events | 1.2. Schedule school wide conferences night Family School Liaison will provide translation for parent conferences and meetings. FSL will open the Resource room for all events. | 1.2. Maria Cruz Terri Brown Mary Lou McMillan | 1.2. Parent Resource Room usage log | 1.2. Parent Liaison data base | | | | | |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | | | | | |

Parent Involvement Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|--|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or 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 |
| Parent Involvement | Pre -5 | Terri Brown | School-wide | Oct, 24, 2012 | Conference Nights | Principal, Family School Liaison |
| | | | | | | |
| | | | | | | |

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

Parent Involvement Budget

| | | | |
|--|-----------------------------|----------------|-------------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Parent Conference Night | Teachers & Paraprofessional | Title 1 | 3470.00 |
| Project Based Learning Showcase | Materials for Projects | Title 1 | 1015.00 |
| | | | Subtotal:4485.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| FSL Data Base | FSL | Title 1 | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Family Picnic | | Title 1 | 500.00 |
| Family Reading Night | Books | Title 1 | 1500.00 |
| Annual Parent Title one meeting | Fliers, Copies | Title 1 | 35.00 |
| Parent Resource Room Supplies | games | Title 1 | 600.00 |
| Monthly Calendar | Copy Center | Title 1 | 160.00 |
| | | | Subtotal:1795.00 |
| | | | Total:7280.00 |

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

STEM Budget (Insert rows as needed)

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

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

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

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
| | | | |
| | | | |

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)

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

Additional Goal(s)

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

| 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. Students do not understand Anti Bullying Policy | 1.1. Guidance lessons in each classroom using Second Steps anti bullying program | 1.1. Guidance Positive Behavior System Team | 1.1. Discipline referrals and bullying incident investigations | 1.1. AS 400 |
| <u>Additional Goal #1:</u> | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |
| <i>Our goal is to reduce the student's impulsive behavior while increasing their social competence</i> | 0% | 0% | | | | | |
| | | | | | | | |
| | | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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

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

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

Final Budget (Insert rows as needed)

| | |
|--|----------------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total: \$155,100.00 |
| CELLA Budget | Total: \$0.00 |
| Mathematics Budget | Total: \$1300.00 |
| Science Budget | Total: \$600.00 |
| Writing Budget | Total: \$1220.00 |
| Civics Budget | Total: \$0.00 |
| U.S. History Budget | Total: \$0.00 |
| Attendance Budget | Total: \$0.00 |
| Suspension Budget | Total: \$600.00 |
| Dropout Prevention Budget | Total: \$0.00 |
| Parent Involvement Budget | Total: \$7280.00 |
| STEM Budget | Total: \$0.00 |
| CTE Budget | Total: \$0.00 |
| Additional Goals | Total: \$0.00 |
| | Grand Total: \$166,100.00 |

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

| |
|--|
| Describe the activities of the SAC for the upcoming school year. |
| The Mascotte Elementary Charter School Charter Board/SAC committee provides guidance and suggestions for the use of funds. It gives parents a platform to express concerns and ideas for Mascotte Elementary Charter School. |

| Describe the projected use of SAC funds. | Amount |
|--|--------|
| | |
| | |
| | |

DRAFT