Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Ponte Vedra Palm Valley – Rawlings Elementary School	District Name: St. Johns County
Principal: Mrs. Kathleen Furness	Superintendent: Dr. Joseph Joyner
SAC Chair: Ilinke Royse	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

Administrators

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

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

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| Principal | Mrs. Kathleen Furness | BA Elementary Education, M.A. Educational Leadership | 14 | 20 | Principal – PV/Rawlings Elementary 2011-2012, Grade A Meeting High Standards in Reading 86% , Meeting High Standards in Math 81% , Meeting High Standards in Writing (3.0 and above) 91%, Meeting High Standards in Science 81% , and AYP was met.

Principal – PV/Rawlings Elementary 2010-2011, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 93%, Meeting High Standards in Writing 91% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.

Principal – PV/Rawlings Elementary 2009-2010, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 97%, Meeting High Standards in Writing 87% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.

Principal – PV/Rawlings Elementary 2008-2009, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 96%, Meeting High Standards in Writing 94% (3.5 and above), Meeting High Standards in Science 80%, and AYP was met.

Principal – PV/Rawlings Elementary 2007-2008, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 83% (3.5 and above), Meeting High Standards in Science 74%, and AYP was met.

Principal – PV/Rawlings Elementary 2006-2007, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 89%, Meeting High Standards in Writing 93% (3.5 and above), Meeting High Standards in Science 77%, and AYP was met.

Principal – PV/Rawlings Elementary 2005-2006, Grade A Meeting High Standards in Reading 93%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 90% (3.5 and above), and AYP was met. |
|---|---|---|---|---|---|

Assistant Principal	Ms. Rita Garlanger	BA Elementary Education/Specific Learning Disabilities, M.A. Educational Leadership	4.5	15	Assistant Principal/Curriculum Coordinator – PV/Rawlings Elementary 2011-2012, Grade A Meeting High Standards in Reading 86% , Meeting High Standards in Math 81% , Meeting High Standards in Writing (3.0 and above) 91%, Meeting High Standards in Science 81% , and AYP was met.
					Assistant Principal/Curriculum Coordinator – PV/Rawlings Elementary 2010-2011, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 93%, Meeting High Standards in Writing 91% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.
					Assistant Principal/Curriculum Coordinator – PV/Rawlings Elementary 2009-2010, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 97%, Meeting High Standards in Writing 87% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.
					Assistant Principal/Curriculum Coordinator – PV/Rawlings Elementary 2008-2009, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 96%, Meeting High Standards in Writing 94% (3.5 and above), Meeting High Standards in Science 80%, and AYP was met.
					Assistant Principal/Curriculum Coordinator – PV/Rawlings Elementary 2007-2008, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 83% (3.5 and above), Meeting High Standards in Science 74%, and AYP was met.

Instructional Coaches

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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)
Elementary Education	Ilinke Royse	Communication/ Elementary Education	4	1	Instructional Literacy Coach – PV/Rawlings Elementary 2011-2012, Grade A Meeting High Standards in Reading 86% , Meeting High Standards in Math 81% , Meeting High Standards in Writing (3.0 and above) 91%, Meeting High Standards in Science 81% , and AYP was met.

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. Utilization of district PATS program	Principal, Kathleen Furness	Upon Posting
2. Support teachers in accessing professional development opportunities to enhance their content expertise and pedagogical skills.	Principal, Kathleen Furness	On-going
3. Create professional learning communities (PLC) to deepen content knowledge.	Principal, Kathleen Furness	On-going
4. Reassign teachers to areas in which they are highly qualified.	Principal, Kathleen Furness	On-going

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Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Erica Jarrett – Out of Field for Early Childhood Education, but will be taking the certification test in her field this year.	SJCSD utilizes an electronic application system to screen applicants for posted positions. Only highly qualified instructors are accepted for positions.

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
91	4% (4)	19% (17)	37% (34)	40% (36)	42% (38)	75%	10% (9)	8% (7)	76% (69)

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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	Mentees Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Brubaker 5th	Melanie Wall Robert Raimann Ian Zerrahn Stephanie Barnette	All of the Mentees are veteran teachers who are new to the school. Each of them has been assigned an experienced mentor teacher on the same grade level.	Mentor and Mentee meet as needed to plan and discuss school based strategies and expectations.
Michelle Bettler 4th	Angie Tucci Hope Quilal-lan		
Theresa Grybek 3rd	Andrea Happel		
Christine Sloan 2nd	Taylor Morris		
Frances Huston 1st	Jean Luytjes Betsy Lyons		
Yvette Cubero K	Stacey Arnao Christine Stavros		

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, and Curriculum Resource Coordinator: Provide a common vision for the use of data-based decision-making, ensures that the school based-team is implementing RtI, provide continual guidance and support for the effective implementation of RtI.

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

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

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success. The school counselors also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and RtI conferences.

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

Technology Specialist: Coordinates the professional development training for teachers in grades K-5. Technology is infused throughout the curriculum.

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

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching. Provides guidance and support, bridge between RtI and ESE process.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, data driven decisions for student success, making decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Progress Monitoring: Florida Comprehensive Assessment Test 2.0 (FCAT), Florida Assessments for Instruction in Reading (FAIR) in Kindergarten, Discovery Education Assessment (reading and math) in grades K-5, and Discovery Education Assessment (reading, math, and science) in grades 4-5, Monthly Formative Writing Assessments (writing) in grades K-5, Character Counts, Data Probes focused on individual targeted areas.

Frequency of Data: Tier II: Every 2 weeks, Tier III: Weekly, Parent Conferences every 8 to 10 weeks.

FCAT – Once a year

FAIR – In Kindergarten at the beginning of the year

FAIR – As needed for progress monitoring for all grades

Discovery Education Assessment – Three times a year

School Based Formative Writing Assessments (K-5) - Monthly

Character Counts – One student from each classroom, K-5 is recognized monthly for their outstanding character.
One student per class is recognized weekly as the Student of the Week for their outstanding character in grades K-2.

Describe the plan to train staff on MTSS.
Professional Development will be provided to the faculty on designated professional development days.
These in-services will include, but are not limited to, the following:
• Literacy Routines/Framework
• Math Routines/Framework
• Behavior Framework
• RtI Database
• Problem Solving /Response to Instruction and Intervention Tier 1, 2, and 3 (for academic and behavior plans)
• Progress Monitoring and Graphing

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Describe the plan to support MTSS.
Professional development will be provided during the teachers' common planning time and on in service days.
The RtI team will also evaluate additional Professional development needs during the weekly RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principals, School Psychologist, Instructional Literacy Coach for Core Curriculum, Guidance Counselor, Speech Language Pathologist and Exceptional Student Education (ESE) Teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Instruction Literacy Coach will continue to meet with teachers in small groups or individually to implement best practices of literacy.
What will be the major initiatives of the LLT this year? The LLT Team will analyze and maintain current best practices. Through on-going grade level and individual meetings the LLT team will continue to emphasize the Big Six in Reading.

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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data 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	

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Increase in mobility and enrollment.	1A.1. The school will use the Fair Assessment in Kindergarten and the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI Core Team.	1A.1. Instructional Literacy Coach, classroom teachers, and RtI Core Team	1A.1. Tracking of assessment results	1A.1. FAIR, Discovery Education Assessment, curriculum based measurements		
Reading Goal #1A: To increase or maintain the percentage of students achieving proficiency (FCAT 2.0 Level 3) in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19% (118)	**22%**					
		1A.2.	1A.2. Use curriculum maps to focus on reading skills.	1A.2. Instructional Literacy Coach and classroom teachers	1A.2. Administrators will monitor best practices in reading instruction through classroom walk-throughs.	1A.2. FAIR, Discovery Education Assessment, curriculum based measurements	
		1A.3.	1A.3. Data Notebooks	1A.3. All teachers, administrators, and students	1A.3. Assessment reviews during conferences with teachers	1A.3. FAIR, Discovery Education Assessment, curriculum based measurements	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Teaching multiple grade levels.	1B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	1B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	1B.1. Progress monitoring and student mastery of IEP goals	1B.1. Curriculum based formative assessments, and assessments within the Unique Learning Systems.		
Reading Goal #1B: To increase or maintain the percentage of students achieving proficiency on the Florida Alternate Assessment at Levels 4, 5, and 6 in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (2)	**53%**					
		1B.2. Wide spectrum of various disabilities	1B.2. In-service of regular Ed. staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	1B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core team, and administrators.	1B.2. Progress monitoring and student mastery of IEP goals	1B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems.	
Based on the analysis of student achievement data and 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		

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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Mobility and enrollment	2A.1. The school will use the Fair Assessment in kindergarten and the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress monitoring through RtI Core Team.	2A.1. Instructional Literacy Coach, classroom teachers, and RtI Core Team.	2A.1. Tracking of assessment results	2A.1. Discovery Education Assessment and curriculum based measurements		
Reading Goal #2A: To increase the percentage of students achieving proficiency (Levels 4 and 5) in Reading on the FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67% (419)	**70%**					

		2A.2.	2A.2. Use curriculum maps to focus on reading skills.	2A.2. Instructional Literacy Coach and classroom teachers	2A.2. Administrators will monitor best practices in reading instruction through classroom walk-throughs.	2A.2. FAIR, Discovery Education Assessment, and curriculum based measurements	
		2A.3.	2A.3. Data Notebooks	2A.3. All teachers, administrators, and students	2A.3. Assessment reviews during conferences with teachers	2A.3. FAIR, Discovery Education Assessment, and curriculum based measurements	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. Teaching multiple grade levels.	2B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	2B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	2B.1. Progress monitoring and student mastery of IEP goals	2B.1. Curriculum based formative assessments, and assessments within the Unique Learning Systems.		
Reading Goal #2B: To increase the percentage of students achieving proficiency on the Florida Alternate Assessment at or above Level 7 in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (2)	**53%**					

		2B.2. Wide spectrum of various disabilities	2B.2. In-service of regular Ed. staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	2B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	2B.2. Progress monitoring and student mastery of IEP goals	2B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems.	
Based on the analysis of student achievement data and 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		
3A. FCAT 2.0: **Percentage of students making learning gains in reading.**	3A.1. Mobility and enrollment.	3A.1. The school will use the Fair Assessment in Kindergarten and the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI Core Team.	3A.1. Instructional Literacy Coach, classroom teachers, and RtI Core Team	3A.1. Tracking of assessment results	3A.1. Discovery Education Assessment and curriculum based measurements		

Reading Goal #3A: To increase the percentage of students making learning gains in reading on the FCAT 2.0 assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	77%	**80%**				
		3A.2.	3A.2. Use curriculum maps to focus on reading skills.	3A.2. Instructional Literacy Coach and classroom teachers	3A.2. Administrators will monitor Best Practices in Reading instruction through classroom walk-throughs	3A.2. Discovery Education Assessment and curriculum based measurements
		3A.3.	3A.3. Data Notebooks	3A.3. All teachers, administrators, and students	3A.3. Assessment reviews during conferences with teachers.	3A.3. Discovery Education Assessment and curriculum based measurements
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Teaching multiple grade levels.	3B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems	3B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core team, and administrators.	3B.1. Progress monitoring and student mastery of IEP goals	3B.1. Curriculum based formative assessments within the Unique Learning Systems.	

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Reading Goal #3B: To increase or maintain the percentage of students making learning gains in reading on the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	100% (1)	**100%**				
		3B.2. Wide spectrum of various disabilities	3B.2. In-service of regular Ed. staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	3B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core team, and administrators.	3B.2. Progress monitoring and student mastery of IEP goals	3B.2. Curriculum based formative assessments within the Unique Learning Systems.
Based on the analysis of student achievement data and 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	

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4A. FCAT 2.0: **Percentage of students in lowest 25% making learning gains in reading.**	4A.1. Mobility and enrollment.	4A.1. The school will use the Fair Assessment in Kindergarten and the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI Core Team.	4A.1. Instructional Literacy Coach and classroom teachers	4A.1. Tracking of assessment results	4A.1. Discovery Education Assessment and curriculum based measurements		
Reading Goal #4A: To increase the percentage of students making learning gains in the lowest 25% on the FCAT 2.0 reading assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57%	**60%**					

		4A.2.	4A.2. Use curriculum maps to focus on reading skills.	4A.2. Instructional Literacy Coach and classroom teachers	4A.2. Administrators will monitor best practices in reading instruction through classroom walk-throughs	4A.2. Discovery Education Assessment and curriculum based measurements	
		4A.3.	4A.3. Data Notebooks	4A.3. All teachers, administrators, and students	4A.3. Assessment reviews during conferences with teachers	4A.3. Discovery Education Assessment and curriculum based measurements	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1. **N/A**	4B.1. **N/A**	4B.1. **N/A**	4B.1. **N/A**	4B.1. **N/A**		
Reading Goal #4B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Pending state provided data					
		1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will track students' performance using Performance Tracker.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will become proficient using Performance Tracker to track their students' performance.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will continue to use Performance Tracker to track their students' performance.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will continue to use Performance Tracker to track their students' performance.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will continue to use Performance Tracker to track their students' performance.
		2. Implementation of the Common Core State Standards CCSS (K-1).	2. Implementation of the Common Core State Standards CCSS (K-2).	2. Implementation of the Common Core State Standards CCSS (K-3).	2. Implementation of the Common Core State Standards CCSS (K-5).	2. Implementation of the Common Core State Standards CCSS (K-5).	2. Implementation of the Common Core State Standards CCSS (K-5).
		3. Library refresh program to update text and increase the variety of text available to students including audio text.	3. Establish a leveled book room for teachers to expand literacy instruction with a focus on Text Complexity grades (K-5)	3. Thematic Units and lesson plan development with the "end in mind" design.	3. Thematic Units and lesson plan development with the "end in mind" design.	3. Thematic Units and lesson plan development with the "end in mind" design.	3. Thematic Units and lesson plan development with the "end in mind" design.
		4. Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.
		5. Ensure the Utilization of best teaching practices by implementing Marzano Strategies.	5. Expand teachers' understanding and the use of scales and rubrics using Marzano Strategies.	5. Teachers will continue to develop their understanding of scales and rubrics using Marzano Strategies and begin to	5. Teachers will continue to develop their understanding of scales and rubrics using	5. Teachers will continue to develop their understanding of scales	5. Teachers will continue to develop their understanding of

				develop their own scales and rubrics correlating them to CCSS.	Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.	and rubrics using Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.	scales and rubrics using Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.
			6. Implement student data notebooks in the area of Writing (K-5).	6. Extend the implementation of student Data Notebooks in the areas of Reading and Writing (K-5).	6. Extend the implementation of student Data Notebooks in the areas of Reading, Writing, and Math (K-5).	6. Extend the implementation of Data Notebooks in the areas of Reading, Writing, Math, and Science (K-5).	6. Extend the implementation of Data Notebooks in the areas of Reading, Writing, Math, Science, and Social Studies (K-5).
				7. Professional Development designed based on teacher self - analysis and value added measurement.	7. Continued Professional Development designed based on teacher self - analysis and value added measurement.	7. Continued Professional Development designed based on teacher self - analysis and value added measurement.	7. Continued Professional Development designed based on teacher self - analysis and value added measurement.

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Reading Goal #5A: To maintain or increase student achievement in reading on or above grade level.							
Based on the analysis of student achievement data and 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		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. **N/A** White: Black: Hispanic: Asian: American Indian:	5B.1. **N/A**	5B.1. **N/A**	5B.1. **N/A**	5B.1. **N/A**		
Reading Goal #5B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data White: Black: Hispanic: Asian: American Indian:	**N/A** White: Black: Hispanic: Asian: American Indian:					

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Based on the analysis of student achievement data and 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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. **N/A**	5C.1. **N/A**	5C.1. **N/A**	5C.1. **N/A**	5C.1. **N/A**		
Reading Goal #5C: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	**N/A**					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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Based on the analysis of student achievement data and 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		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		
Reading Goal #5D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	**N/A**					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
Based on the analysis of student achievement data identify and define areas in need of improvement for the following:	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. **N/A**	5E.1. **N/A**	5E.1. **N/A**	5E.1. **N/A**	5E.1. **N/A**		
Reading Goal #5E: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		N/A					
Pending state provided data		N/A					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants	Target Dates and Schedules	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Technology PLC Focus – Integration of Technology throughout the curriculum. Technology tools include: Smartboards, CPS Clickers, Exam View, and iPads	Grades K–5 Cross Curricular Content	Site Based Teacher Leaders	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC
CCSS Focus – Text Complexity	Grades K-5	Team Leaders K-5	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions	ILC, Principal, Assistant Principal, CRC
Marzano Instructional Framework PLC Focus – How to effectively implement Marzano's Design Questions 1, 2, 8.	Grades K–5 Cross Curricular Content	Administration, RtI Instructional Coach, and Team Leaders	Grades K-5	Early Release Wednesdays twice a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions, formative feedback from administrators and ILC.	ILC, Principal, Assistant Principal, CRC
PLC Book study The Leader in Me Bringing Words to Life Words will Never Hurt Me	Grades K-5 Cross Curricular Content	Administration, RtI Instructional Coach	Grades K-5	Early Release Wednesdays Once a month	Lesson Plans, classroom visits, RtI/Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Tutors for identified lowest quartile students in third, fourth and fifth grade for reading remediation.	Curriculum material provided by classroom teachers	SAI	$9,602.00
Subtotal: $9,602.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Progress Monitoring	Discovery Education Assessment	SJCSD	
Subtotal: $0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Unit Planning – Rating Text Complexity and implementing writing strategies	Instructional Literacy Coach	N/A	
Subtotal: $0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $9,602.00			

End of Reading Goals
June 2012
Rule 6A-1.099811
Revised April 29, 2011

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Teachers' understanding of ELL strategies and the implementation thereof.	1.1. Provide meetings with the Instructional Literacy Coach and guidance counselors as needed to develop effective ELL strategies.	1.1. RtI core team, Administration, Guidance counselors,	1.1. Lesson plan checks to ensure ELL strategies are incorporated into daily lessons.	1.1. Classroom Observations, student progress monitoring, and curriculum based formative assessments	
CELLA Goal #1: To increase the percentage of Students proficient in Listening/Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	33% (1)					
		1.2.	1.2.	1.2.	1.2.	1.2.
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	

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2. Students scoring proficient in reading.	2.1. Teachers' understanding of ELL strategies and the implementation thereof.	2.1. Provide meetings with the Instructional Literacy Coach and guidance counselors as needed to develop effective ELL strategies.	2.1. RtI core team, Administration, Guidance counselors,	2.1. Lesson plan checks to ensure ELL strategies are incorporated into daily lessons.	2.1. Classroom Observations, student progress monitoring, and curriculum based formative assessments	
CELLA Goal #2: To increase the percentage of Students proficient in Reading.	2012 Current Percent of Students Proficient in Reading:					
	50% (1)					
		2.2.	2.2.	2.2.	2.2.	2.2.
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. Teachers' understanding of ELL strategies and the implementation thereof.	2.1. Provide meetings with the Instructional Literacy Coach and guidance counselors as needed to develop effective ELL strategies.	2.1. RtI core team, Administration, Guidance counselors,	2.1. Lesson plan checks to ensure ELL strategies are incorporated into daily lessons.	2.1. Classroom Observations, student progress monitoring, and curriculum based formative assessments	
CELLA Goal #3: To increase the percentage of Students proficient in Writing.	2012 Current Percent of Students Proficient in Writing :					

	50% (1)					
		2.2.	2.2.	2.2.	2.2.	2.2.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and 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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Mobility and enrollment.	1A.1. The school will use the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI	1A.1. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	1A.1. Tracking of assessment results	1A.1. Discovery Education Assessment and curriculum based measurements		

Mathematics Goal #1A: To maintain or increase the percent of students achieving proficiency Level 3 on the FCAT 2.0 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (152)	**27%**					
		1A.2.	1A.2. Use curriculum maps to focus on mathematic skills.	1A.2. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	1A.2. Administrators will monitor Best Practices in Math instruction through classroom walk-throughs.	1A.2. Discovery Education Assessment and curriculum based measurements	
		1A.3.	1A.3. Data Notebooks	1A.3. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	1A.3. Assessment reviews during conferences with teachers.	1A.3. Discovery Education Assessment and curriculum based measurements	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. Teaching multiple grade levels.	1B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	1B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	1B.1. Progress Monitoring and student mastery of IEP goals	1B.1. Curriculum based formative assessments and assessments within the Unique Learning Systems.		

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Mathematics Goal #1B: To increase or maintain the percentage of students achieving proficiency on the Florida Alternate Assessment at Levels 4, 5, and 6 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (2)	**53%**					
		1B.2. Wide spectrum of various disabilities	1B.2. In-service of regular Ed. staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	1B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	1B.2. Progress Monitoring and student mastery of IEP goals	1B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems.	
Based on the analysis of student achievement data and 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		

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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Mobility and enrollment.	2A.1. The school will use the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI	2A.1. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	2A.1. Tracking of assessment results	2A.1. Discovery Education Assessment and curriculum based measurements		
Mathematics Goal #2A: To increase the percent of students achieving above proficiency Levels 4 and 5 on the FCAT 2.0 assessment in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (358)	**60%**					
		2A.2.	2A.2. Use curriculum maps to focus on mathematic skills.	2A.2. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	2A.2. Administrators will monitor best practices in math instruction through classroom walk-throughs.	2A.2. Discovery Education Assessment and curriculum based measurements	

		2A.3.	2A.3. Data Notebooks	2A.3. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	2A.3. Assessment reviews during conferences with teachers.	2A.3. Discovery Education Assessment and curriculum based measurements	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1. Teaching multiple grade levels.	2B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	2B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	2B.1. Progress monitoring and student mastery of IEP goals	2B.1. Curriculum based formative assessments and assessments within the Unique Learning Systems.		
Mathematics Goal #2B: To increase or maintain the percentage of students achieving proficiency on the Florida Alternate Assessment at or above Level 7 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (1)	**28%**					

		2B.2. Wide spectrum of various disabilities	2B.2. In-service of regular Ed. Staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	2B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	2B.2. Progress monitoring and student mastery of IEP goals	2B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems.	

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Based on the analysis of student achievement data and 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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Mobility and enrollment.	3A.1. The school will use the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI	3A.1. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	3A.1. Tracking of assessment results	3A.1. Discovery Education Assessment and curriculum based measurements		
Mathematics Goal #3A: To increase or maintain the percentage of students making learning gains in mathematics on the FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	83%	**86%**					

		3A.2.	3A.2. Use curriculum maps to focus on mathematic skills.	3A.2. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	3A.2. Administrators will monitor Best Practices in Math instruction through classroom walk-throughs	3A.2. Discovery Education Assessment and curriculum based measurements	
		3A.3.	3A.3. Data Notebooks	3A.3. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	3A.3. Assessment reviews during conferences with teachers.	3A.3. Discovery Education Assessment and curriculum based measurements	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1. Teaching multiple grade levels.	3B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	3B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	3B.1. Progress monitoring and student mastery of IEP goals	3B.1. Curriculum based formative assessments and assessments within the Unique Learning Systems.		
Mathematics Goal #3B: To increase or maintain the percentage of students making learning gains in mathematics on the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (1)	**100%**					

		3B.2. Wide spectrum of various disabilities	3B.2. In-service of regular Ed. Staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	3B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	3B.2. Progress monitoring and student mastery of IEP goals	3B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and 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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Mobility and enrollment.	4A.1. The school will use the Discovery Education Assessment in grades (K-5) to monitor student progress. Progress Monitoring through RtI	4A.1. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	4A.1. Tracking of assessment results	4A.1. Discovery Education Assessment and curriculum based measurements		
Mathematics Goal #4A: To increase the percentage of students making learning gains in the lowest 25% percentile in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	66%	69%					
		4A.2.	4A.2. Use curriculum maps to focus on reading skills.	4A.2. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	4A.2. Administrators will monitor Best Practices in Math instruction through classroom walk-throughs	4A.2. Discovery Education Assessment and curriculum based measurements	
		4A.3.	4A.3. Data Notebooks	4A.3. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in mathematics, and RtI Core Team.	4A.3. Assessment reviews during conferences with teachers.	4A.3. Discovery Education Assessment and curriculum based measurements	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1. **N/A**	4B.1. **N/A**	4B.1. **N/A**	4B.1. **N/A**	4B.1. **N/A**		
Mathematics Goal #4B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 N/A					
		1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers to begin tracking their students' performance using Performance Tracker.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will become proficient using Performance Tracker to track their students' performance.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will continue to use Performance Tracker to track their students' performance.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will continue to use Performance Tracker to track their students' performance.	1. Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction. Teachers will continue to use Performance Tracker to track their students' performance.
		2. Implementation of the Common Core State Standards CCSS (K-1).	2. Implementation of the Common Core State Standards CCSS (K-2).	2. Implementation of the Common Core State Standards CCSS (K-3).	2. Implementation of the Common Core State Standards CCSS (K-5).	2. Implementation of the Common Core State Standards CCSS (K-5).	2. Implementation of the Common Core State Standards CCSS (K-5).
		3. Continue Content Model Expert in Math and Science	3. Continue Content Model Expert in Math and Science	3. Continue Content Model Expert in Math and Science	3. Continue Content Model Expert in Math and Science	3. Continue Content Model Expert in Math and Science	3. Continue Content Model Expert in Math and Science
		4. Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.	4. Continued Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction.
		5.Ensure the utilization of best teaching practices by	5. Expand teachers' understanding and the	5.Teachers will continue to develop their	5.Teachers will continue to develop their	5.Teachers will continue to develop	5.Teachers will

		implementing Marzano Strategies.	use of scales and rubrics using Marzano Strategies.	understanding of scales and rubrics using Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.	understanding of scales and rubrics using Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.	their understanding of scales and rubrics using Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.	continue to develop their understanding of scales and rubrics using Marzano Strategies and begin to develop their own scales and rubrics correlating them to CCSS.
			6.Implement student data notebooks in the area of Writing (K-5).	6. Extend the implementation of student Data Notebooks in the areas of Reading and Writing (K-5).	6. Extend the implementation of student Data Notebooks in the areas of Reading, Writing, and Math (K-5).	6. Extend the implementation of student Data Notebooks in the areas of Reading, Writing, Math, and Science (K-5).	6. Extend the implementation of student Data Notebooks in the areas of Reading, Writing, Math, Science, and Social Studies (K-5).
				7. Professional Development designed based on teacher self - analysis and value added measurement.	7. Continued Professional Development designed based on teacher self - analysis and value added measurement.	7. Continued Professional Development designed based on teacher self -analysis and value added measurement.	7. Continued Professional Development designed based on teacher self -analysis and value added measurement.

Mathematics Goal #5A: To maintain or increase student achievement on or above grade level in mathematics.							
Based on the analysis of student achievement data and 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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. N/A White: Black: Hispanic: Asian: American Indian:	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A		
Mathematics Goal #5B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data White: Black: Hispanic: Asian: American Indian:	**N/A** White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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Based on the analysis of student achievement data and 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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
Mathematics Goal #5C: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	**N/A**					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
Based on the analysis of student achievement data and 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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		

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Mathematics Goal #5D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
Based on the analysis of student achievement data and 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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A		
Mathematics Goal #5E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending state provided data	N/A					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

End of Elementary School Mathematics Goals

June 2012
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Revised April 29, 2011

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Mathematics 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	Target Dates and Schedules	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Technology PLC Focus – Integration of Technology throughout the curriculum. Technology tools include**:** Smartboards, CPS Clickers, Exam View, and iPads	Grades K–5 Cross Curricular Content	Site Based Teacher Leaders	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC
Math PLC Focus - Content Area Experts in Math	Grades K-5 Mathematics	Lisa Brubaker 3-5 Team Leaders K-2	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions	ILC, Principal, Assistant Principal, CRC
Marzano Instructional Framework PLC Focus – How to effectively implement Marzano's Design Questions 1, 2, 8.	Grades K–5 Cross Curricular Content	Administration, RtI Instructional Coach, and Team Leaders	Grades K-5	Early Release Wednesdays twice a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions, formative feedback from administrators and ILC.	ILC, Principal, Assistant Principal, CRC

PLC Book study The Leader in Me Bringing Words to Life Words will Never Hurt Me	Grades K-5 Cross Curricular Content	Administration, RtI Instructional Coach	Grades K-5	Early Release Wednesdays Once a month	Lesson Plans, classroom visits, RtI/Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

Elementary and Middle School Science Goals

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and 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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Mobility and enrollment.	1A.1. The school will use the Discovery Education Assessment in grades (3-5) to monitor student progress. Progress Monitoring through RtI Core Team.	1A.1. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in science, and RtI Core Team.	1A.1. Tracking of assessment results	1A.1. Discovery Education Assessment and curriculum based measurements		

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Science Goal #1A: To increase the percentage of students achieving proficiency Level 3 on FCAT 2.0 in Science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	39% (84)	**42%**				
		1A.2.	1A.2. Use curriculum maps to focus on science skills.	1A.2. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in science, and RtI Core Team.	1A.2. Administrators will monitor Best Practices in Science instruction through classroom walk-throughs.	1A.2. Discovery Education Assessment and curriculum based measurements
		1A.3.	1A.3. Data Notebooks	1A.3. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in science, and RtI Core Team.	1A.3. Assessment reviews during conferences with teachers	1A.3. Discovery Education Assessment and curriculum based measurements
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1. Teaching multiple grade levels	1B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	1B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	1B.1. Progress Monitoring and student mastery of IEP goals.	1B.1. Curriculum based formative assessments and assessments within the Unique Learning Systems	

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Science Goal #1B: To maintain the percentage of students achieving proficiency Levels 4, 5, and 6 on the Florida Alternate Assessment in Science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	100% (1)	**100%**				
		1B.2. Wide spectrum of various disabilities	1B.2. In-service of regular Ed. staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room.	1B.2. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	1B.2. Progress Monitoring and student mastery of IEP goals.	1B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Mobility and enrollment.	2A.1. The school will use the Discovery Education Assessment in grades (3-5) to monitor student progress. Progress Monitoring through RtI Core Team.	2A.1. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in science, and RtI Core Team	2A.1. Tracking of assessment results	2A.1. Discovery Education Assessment and curriculum based measurements		
Science Goal #2A: To increase the percentage of students achieving above proficiency Levels 4 and 5 on FCAT 2.0 in Science.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	42% (92)	**45%**					

		2A.2.	2A.2. Use curriculum maps to focus on science skills	2A.2. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in science, and RtI Core Team	2A.2. Administrators will monitor Best Practices in Science instruction through classroom walk-throughs	2A.2. Discovery Education Assessment and curriculum based measurements	
		2A.3.	2A.3. Data Notebooks	2A.3. Instructional Literacy Coach, K-2 classroom teachers, Content expert teachers 3-5 in science, and RtI Core Team	2A.3. Assessment reviews during conferences with teachers.	2A.3. Discovery Education Assessment and curriculum based measurements	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2B.1. Teaching multiple grade levels	2B.1. Differentiated instruction utilizing computer based programing: Unique Learning Systems.	2B.1. VE self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators.	2B.1. Progress Monitoring and student mastery of IEP goals.	2B.1. Curriculum based formative assessments and assessments within the Unique Learning Systems.		
Science Goal #2B: To increase or maintain the percentage of students achieving proficiency on the Florida Alternate Assessment at or above Level 7 in Science.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	0% **(0)**	**3%**					

| | | 2B.2. Wide spectrum of various disabilities | 2B.2. In-service of regular Ed. staff, use of district therapist, mainstreaming for social skills as appropriate, and school site established sensory room. | 2B.2. VE Self-contained classroom teacher, Instructional Literacy Coach, RtI Core Team, and administrators. | 2B.2. Progress Monitoring and student mastery of IEP goals. | 2B.2. Curriculum based formative assessments and assessments within the Unique Learning Systems. | |

End of Elementary and Middle School Science 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	Target Dates and Schedules	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Technology PLC Focus – Integration of Technology throughout the curriculum. Technology tools include**:** Smartboards, CPS Clickers, Exam View, and iPads	Grades K–5 Cross Curricular Content	Site Based Teacher Leaders	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC
Science PLC Focus - Content Area Experts in Science	Grades K-5 Science	Karen Sinclair 3-5 Team Leaders K-2	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions	ILC, Principal, Assistant Principals, CRC
Marzano Instructional Framework PLC Focus – How to effectively implement Marzano's Design Questions 1, 2, 8.	Grades K–5 Cross Curricular Content	Administration, RtI Instructional Coach, and Team Leaders	Grades K-5	Early Release Wednesdays twice a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions, formative feedback from administrators and ILC.	ILC, Principal, Assistant Principal, CRC
PLC Book study The Leader in Me Bringing Words to Life Words will Never Hurt Me	Grades K-5 Cross Curricular Content	Administration, RtI Instructional Coach	Grades K-5	Early Release Wednesdays	Lesson Plans, classroom visits, RtI/Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC

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
N/A			
Subtotal: $0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: $0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: $0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: $0			

Total: $0			

End of Science Goals

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

Writing Goals

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. Mobility and enrollment.	1A.1. Monthly Writing Assessments grades K-5 to monitor student progress. Progress Monitoring through RtI Core Team.	1A.1. Instructional Literacy Coach, all classroom teachers K-5, and RtI Core Team	1A.1. Tracking of assessment results	1A.1. Monthly Formative Writing Assessments grades K-5.		

Writing Goal #1A: To increase or maintain the percentage of students achieving a Level 3.0 or higher in writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	95% (225)	**95%**				
		1A.2.	1A.2. Use curriculum maps and writing scales aligned with the CCSS to focus on writing skills.	1A.2. Instructional Literacy Coach, all classroom teachers K-5, and RtI Core Team	1A.2. Administrators will monitor best practices in writing instruction through classroom walk-throughs	1A.2. Monthly Formative Writing Assessments grades K-5.
		1A.3.	1A.3. Student data notebooks and writing portfolios.	1A.3. Instructional Literacy Coach, all classroom teachers K-5, and RtI Core Team	1A.3. Assessment reviews during conferences with teachers.	1A.3. Monthly Formative Writing Assessments grades K-5.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. **N/A**	1B.1. **N/A**	1B.1. **N/A**	1B.1. **N/A**	1B.1. **N/A**	
Writing Goal #1B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	**N/A**				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

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	Target Dates and Schedules	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Technology PLC Focus – Integration of Technology throughout the curriculum. Technology tools include**:** Smartboards, CPS Clickers, Exam View, and iPads.	Grades K–5 Cross Curricular Content	Site Based Teacher Leaders	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC
PLC Grade Level Meetings Focus – On Writing Rubrics correlated to CCSS	Grades K-5	Team Leaders K-5	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions	ILC, Principal, Assistant Principal, CRC
Marzano Instructional Framework PLC Focus – How to effectively implement all 4 Domains and 60 Elements	Grades K–5 Cross Curricular Content	Administration, RtI Instructional Coach, and Team Leaders	Grades K-5	Early Release Wednesdays twice a month	Lesson Plans, classroom visits, RtI /LLT Core Team discussions, formative feedback from administrators and ILC.	ILC, Principal, Assistant Principal, CRC
PLC Book study The Leader in Me Bringing Words to Life Words will Never Hurt Me	Grades K-5 Cross Curricular Content	Administration, RtI Instructional Coach	Grades K-5	Early Release Wednesdays once a month	Lesson Plans, classroom visits, RtI/Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC

Writing Budget (Insert rows as needed)

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

Subtotal: $0			
Total:$0			

End of Writing Goals

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

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and 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. Mobility and enrollment.	1.1. Phone calls to parents of students who are absent.	1.1. Pam Nelson data operator and classroom teachers.	1.1. Decreasing absences and tardies.	1.1. Attendance/ tardy reports		
Attendance Goal #1: To maintain our current overall attendance rate and to decrease the number of students with excessive absences and tardies.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	96	**99**					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	275	**200**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	126	**100**					
		1.2.	1.2. Phone calls and a letter to parents of students with excessive absences. Phone calls and a letter to parents of students with excessive absences.	1.2. Guidance Counselors	1.2. Decreasing absences and tardies.	1.2. Attendance/ tardy reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

	Description of Resources	Funding Source	Amount
Subtotal: $0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: $0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: $0			
Total: $0			

End of Attendance Goals

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Suspension Goal(s)

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. Mobility and enrollment.	1.1. Monitor school – wide classroom discipline behavior expectations. Encourage appropriate behavior through leadership opportunities and with rewards and consequences.	1.1. Teachers and Administration	1.1. Decrease number of discipline referrals	1.1. Attendance Records		
Suspension Goal #1: To reduce the number of students suspended.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	**0**					

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	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
	0	0				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	7	0				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	5	0				
		1.2.	1.2. Our focus is on Leadership, Character Counts, and rewarding students who exhibit positive behavior.	1.2. Teachers and Administration	1.2. Decrease number of discipline referrals	1.2. Attendance Records	

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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
N/A						

Suspension Budget (Insert rows as needed)

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

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Subtotal:$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:$0			
Total:$0			

End of Suspension Goals

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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.

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Student Population Growth	1.1. Parent Conferences are held twice a year. During the beginning of the year parent conferences active volunteers for the classroom and media centers are recruited.	1.1. Administrators and all classroom teachers K-5	1.1. Parental Feedback	1.1. School Climate Survey		

Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
Our goal is to increase and/or maintain our parent involvement on our School Climate Survey.						
	538 **Parents Responded to our School Climate Survey**	**550**				
		1.2.	1.2. Webpage Show Case for parents (2 sessions). One session will be held in the evening and the other in the morning to accommodate parent schedules.	1.2. Administrators and Instructional Literacy Coach.	1.2. Parental Feedback	1.2. School Climate Survey
		1.3.	1.3. Family Social Events; Open House, Scholastic Book Fair, and Spring Carnival.	1.3. Administrators and PTO	1.3. Parental Feedback	1.3. School Climate Survey

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
N/A						

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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Additional Goal(s)

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. Mobility and enrollment	1.1. Classroom lessons incorporate the character counts pillars K-5. We would like to recognize every positive behavior associated with the character pillar of the month K-5 Monthly educate students via morning announcements, classroom lessons K-5.	1.1. Classroom Teachers K-5 School Counselors	1.1. Monthly tracking of compliment cards given by teachers to recognize student behavior.	1.1. Track the number of character cards given.		

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Additional Goal #1: Character Counts is the foundation of our educational experience. We believe all students should know the six pillars. We believe that concrete examples and recognition of good character traits and behaviors will help build a positive school environment and increase student participation in school-wide community service projects.	2012 Current Level :*	2013 Expected Level :*					
	731	**800**					
		1.2.	1.2. Students will become more aware of positive behaviors in our environment.	1.2. Classroom teachers K-5, students, and school staff.	1.2. Students will be identified for their random acts of good character. Cards will be placed on the Character Pillars in the hallway each month. Students will also be recognized in our monthly parent newsletter The Eagles' Nest.	1.2. Cards on the pillars	

		1.3.	1.3. Students in grades (K-5) will participate in the following school-wide community service projects: ● Salvation Army Food Bank Drive ● Helping for the Holidays ● Jump Rope for Heart ● 100 Coins for the Humane Society/ 100th Day of School ● Heal/ Autism Awareness walk at the Jacksonville Zoo ● GoodWill Drive ● American Cancer Society/ Relay for life ● Campus litter clean up program	1.3. Classroom teachers K-5, students, and school staff	1.3. Tracking class participation of school wide community service projects.	1.3. Number of classes that participate (K-5)	

Additional Goals Professional Development

Professional						

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

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	Target Dates	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide Character Counts Recognition Program	Grades K-5	School Counselors	K-5 Teachers	Monthly meetings starting in September 2012	On-going discussions and recognition of good character behaviors.	School Counselors
PLC Book study The Leader in Me & Words will Never Hurt Me	Grades K-5 Cross Curricular Content	Administration, RtI Instructional Coach	Grades K-5	Early Release Wednesdays	Lesson Plans, classroom visits, RtI/Literacy Leadership Team (LLT) Core Team discussions	ILC, Principal, Assistant Principal, CRC

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $9,602.00
CELLA Budget	
	Total: $0
Mathematics Budget	
	Total: $0
Science Budget	
	Total: $0
Writing Budget	
	Total: $0
Attendance Budget	
	Total: $0
Suspension Budget	
	Total: $0
Parent Involvement Budget	
	Total: $0
Additional Goals	
	Total: $0
	Grand Total: $9,602.00

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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		
□Priority	□Focus	□Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

□ Yes   □ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SIP Preparation and Development Monitor School Improvement through continuous data analysis Facilitate the voting process for the distribution of School Recognition Funds Conduct Needs Assessment Survey with parents and staff

Describe the projected use of SAC funds.	Amount

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

Professional Development	$9,602.00