Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Somerset Academy Charter School	District Name: Miami-Dade County
Principal: Suzette Ruiz	Superintendent: Mr. Alberto M. Carvalho
SAC Chair: Lisa Alamo	Date of School Board Approval: Pending

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	Suzette E. Ruiz	Bachelors in Elementary Education, Masters in Reading, Certificate in Educational Leadership Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12 and Reading K-12	8 yrs Somerset Academy Charter School	8 yrs Somerset Academy Charter School						
						'12	'11	'10	'09	'08	
					School Grade	A	A	A	B	A	
					High Standards Rdg.	80	89	85	86	82	
					High Standards Math	83	86	88	87	86	
					Lrng Gains-Rdg.	77	79	75	80	76	
					Lrng Gains-Math	76	62	67	63	74	
					Gains-Rdg-25%	66	75	78	76	71	
					Gains-Math-25%	69	70	80	49	78	
Assistant Principal	Sandra M. Grau	Bachelors in Elementary Education, Masters in Elementary Education, Certifications: ESOL K-12 Elementary Education K-6	8 yrs	8 yrs Somerset Academy Charter School						
						'12	'11	'10	'09	'08	
					School Grade	A	A	A	B	A	
					High Standards Rdg.	80	89	85	86	82	
					High Standards Math	83	86	88	87	86	
					Lrng Gains-Rdg.	77	79	75	80	76	
					Lrng Gains-Math	76	62	67	63	74	
					Gains-Rdg-25%	66	75	78	76	71	
					Gains-Math-25%	69	70	80	49	78	

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A	N/A	N/A	'12 '11 '10 '09 '08 School Grade_____ High Standards Rdg._____ High Standards Math_____ Lrng Gains-Rdg._____ Lrng Gains-Math_____ Gains-Rdg-25%_____ Gains-Math-25%_____

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date

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1.	Partnering new teachers with experienced teachers.	Assistant Principal	June 2013
2.	Meeting with new teachers with principal, assistant principal and grade level chairs	Principal	June 2013
3.	Job Fairs	Assistant Principal	May 2013
4.	Referrals from current employees	Principal	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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	% of teachers with an Effective rating or hi	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers

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26	0%	27 % (7)	65 % (17)	8% (2)	38 % (10)	10 0%	0%	0 %	69 % (18)

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
Hilda Varela	All Elementary Teachers	Lead teacher is paired with all elementary teachers because she has extensive knowledge in the core subject areas.	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

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Additional Requirements

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

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

Title I, Part A N/A
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A

Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
N/A
Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Principal: The Principal fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI, skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI, implementation, and communicates with parents regarding school-based MTSS/RtI, plans and activities.

Select General Education Teachers (Primary and Intermediate): Kindergarten through Fifth Grade Chairpersons will provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Exceptional Student Education (ESE) Teachers: The SPED coordinator for Somerset Academy Charter School will participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

Instructional Coach(es) Reading/Math/Science:

The Reading Liaison develops, leads, and evaluates school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

The Math and Science Coach develops, leads, and evaluates Mathematics and Science standards/programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

The Assistant Principal identifies systematic patterns of student needs 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.

Reading Instructional Specialist: The Reading Liaison provides guidance on K-5 reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: The School Psychologist facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: The Technology Specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: The 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.

Student Services Personnel: The Student Services Personnel 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.

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 Leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students.

The team meets bi-weekly to engage in the following activities:

Participates in evaluating data and correlating it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the School Improvement Plan. 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; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Baseline Data: Progress Monitoring and Reporting Network (PMRN), Edusoft, Florida Assessment for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Florida Comprehensive Assessment Test (FCAT) scores from the previous school year, FCAT Pre Test, and Interim Assessment Test, STAR Reading Test, and STAR Math Test.
Progress Monitoring: PMRN, FAIR, FCAT Practice Tests, Interim Assessment Test, STAR Reading Test, STAR Math Test, and Student grades.
End of year: PMRN, FCAT, FCAT Post Test, Interim Assessment Test, STAR Reading Test, STAR Math Test, and Student Grades.
Frequency of Data Days: The MTSS/RTl Leadership team conducts bi-weekly meeting for data analysis.
Behavior: Student Case Management System, Detentions, Suspensions/expulsions, Referrals by student behavior, staff behavior, and administrative context, Office referrals per day per month, Team climate surveys, Attendance, and Referrals to special education programs.
Describe the plan to train staff on MTSS.
Professional development and support will include training for all of the MTSS/RtI, Leadership team in the MTSS/RtI, problem solving and data analysis process and provide support for school staff to understand basic MTSS/RtI, principles and procedures. In addition, the MTSS/RtI Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. Furthermore, teachers will be provided with added professional development to correspond with the subject area being taught.
Describe the plan to support MTSS.
The leadership team will implement workshops and mentoring sessions to educate all staff members of the MTSS/RtI system. Grade level chairs will monitor to insure successful implementation of all regulations.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The Literacy Leadership Team (LLT) consists of Lisa Alamo, Reading Liaison, Suzette Ruiz, Principal and Sandra Grau, Assistant Principal.   The Literacy Leadership Team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. For instance, the LLT will support and provide ongoing professional development to teachers on the major reading components based on student performance data, administration and data interpretation of instructional assessments, and differentiated instruction techniques.

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

The purpose of the LLT is to generate instructional tools and interventions to gain reading knowledge within the school. In order to increase student's knowledge in this area the main focus is to build literacy skills in all content areas throughout the school.

Reading Liaison: Lisa Alamo provides guidance on elementary grades reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.

Principal: Suzette Ruiz will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by offering professional growth opportunities for team members, create a collaborative environment that fosters sharing and learning of ideas, developing a school wide organizational model that supports literacy instruction in all classes, and encourage the use of data to improve teaching and student achievement.

Assistant Principal: Sandra Grau identifies systematic patterns of student needs 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.

The Literacy Leadership Team will meet on a monthly basis to discuss the implementation of the different intervention plans that were placed throughout the school year. During these meetings the LLT will also evaluate and modify areas that are stagnant in order to improve the intervention plans to benefit the needs students.

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

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

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

Elementary Title I Schools Only: Pre-School Transition

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

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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?

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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?

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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?

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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.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT Reading Test was Reporting Category 3-Literary Analysis.	Students will utilize grade level appropriate texts that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT 2.0 Reading assessment indicated that 32% of the students achieved proficiency. (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2% percentage points to 34%.						
	32% (87)	34% (93)				

		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Students will utilize grade level appropriate texts that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT Reading Test was Reporting Category 3-Literary Analysis.	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.		

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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT 2.0 Reading assessment indicated that 47% of the students achieved proficiency. (Level 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 1% percentage points to 48%.						
	47% (129)	48% (131)				

		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.	
		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.		

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Reading Goal #2B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text and Research Process.	3A.1. Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	3A.1. Leadership Team MTSS/RtI Team Department Chair Reading Liaison	3A.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	3A.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.		

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Reading Goal #3A: The results of the 2011-2012 FCAT 2.0 Reading assessment indicate that 77% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5% percentage points to 82%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	77% (132)	82% (141)				

		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.	
		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.		

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Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Lierary Analysis.	4A.1. Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	4A.1. Leadership Team MTSS/RtI Team Department Chair Reading Liaison	4A.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	4A.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.		

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Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Reading assessment indicate that 66% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5% percentage points to 71%.						
	66% (24)	71% (26)				

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		4A.2.	4A.2.	4A2.	4A.2.	4A.2.	
		Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data** **2010-2011** 78%	80%	82%	84%	85%	87%	89%
Reading Goal #5A: Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: 85% (17) Black: 92% (10) Hispanic: 81% (187) Asian: N/A American Indian: N/A Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Lierary Analysis.	5B.1. Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	5B.1. Leadership Team MTSS/RtI Team Department Chair Reading Liaison	5B.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	5B.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013FCAT 2.0 Reading Assessment.

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Reading assessment indicated that 80% of our subgroups are not meeting standards. Our goal for the 2012-2013 FCAT 2.0 Reading is to increase the percentage of students meeting standards by 3 percentage points to 83%						
	White: 84% (17) Black: 91% (10) Hispanic: 79% (182) Asian: N/A American Indian: N/A	White: 85%(27) Black: 92%(10) Hispanic: 82%(187) Asian: N/A American Indian: N/A				

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		Based on our data analysis, the area of deficiency in fifth as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Lierary Analysis.	5C.1. Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	5C.1. Leadership Team MTSS/RtI Team Department Chair Reading Liaison	5C.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	5C.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2011-2012 FCAT 2.0 Reading assessment indicated that 74% of our English Language Learners (ELL) not making satisfactory progress in reading. Our goal for the 2012-2013 FCAT 2.0 Reading is to increase the percentage of students meeting standards by 3# percentage points to 77%							
	74%(119)	77% (119)					

	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2	
	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.	
		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.		

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Reading Goal #5D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
	_	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Literary Analysis.	5E.1. Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	5E.1. Leadership Team MTSS/RtI Team Department Chair Reading Liaison	5E.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	5E.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Reading assessment indicated that 81% of our Students who are Economically Disadvantaged student's not making satisfactory progress in reading. Our goal for the 2012-2013 FCAT 2.0 Reading is to increase the percentage of students meeting standards by 1 percentage points to 82%.						
	81%(121)	82% (122)				

		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0 **Summative:** Results from Interim Assessments, FAIR, and 2013FCAT 2.0 Reading Assessment.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

> **Professional Development (PD) aligned with Strategies through Professional**

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Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core - Reading	K-5	Lisa Alamo	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs

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Effective Differentiated Instruction - to focus on Literary Analysis and Informational Text and Research Process strategies to increase student performance on the 2012-2013 FCAT Reading Test. The Differentiated Instructional PD will focus on providing teachers with mini lessons to incorporate strategies such as:	3-5 Reading Teachers	Reading Liaison and Data Specialist	PLC and third through fifth grade reading teachers.	Target Date: August 20, 2012 – June 2013 Monthly Basis	Lesson plan reviews, classroom walkthroughs, and follow-up Professional Development as well as monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Reading Liaison

■ Author's Purpose

■ Author's Perspective

■ Main Idea (Stated and Implied)

■ Relevant Details

■ Chronological Order

■ Conclusions and Inferences

■ Cause/Effect

■ Text Structure (Organizational Patterns)

■ Compare/Contrast

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Rule 6A-1.099811
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- ■ Sequence of Events

- ■ Theme

- ■ Topic (within and across text)

- ■ Elements, Characters, Settings, Events, and Problems

- ■ Interpret Graphical Information (Text Features)

- ■ Locate, Interpret, Organize Information

- ■ Validity and Reliability of Information within and across texts.

	Grade 3-5 Reading	Trainer & Reading Liaison	PLC Leaders & 3rd-5th grade Reading Teachers	Target Date: August 2012-September 2013	Reading small group schedule	Principal, Assistant Principal, and Reading Liaison
Success Maker						
PD						

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded			

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activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.	**Accelerated Reader** is a motivational program that encourages independent reading and includes online quizzes and measures comprehension and vocabulary.	Operating Accounts	$2,000.00
	STAR is used to determine the reading level of each student, measure their growth, and forecast results on standardized tests with 10 minute assessments.	Operating Accounts	$2,000.00

	Brain Pop is an educational website of short Flash-based movies for students that incorporates learning strategies for Reading and correlates it to the strands that address the Sunshine State Standards.	School Fund	$1,000.00
	Success Maker is instructional software that provides elementary school learners with adaptive, personalized paths for mastery of essential reading and math concepts correlated to the common core standards and delivers outcome-based date to inform educational decision making.	Operating Account	$3,000.00
	Reading Plus is instructional software that provides elementary school learners with adaptive, personalized path's for reading, vocabulary, and spelling mastery of the essential reading concepts correlated to the common core standards and delivers outcome based data to inform educational decision making.	Operating Account	$3,000.00
	Destiny is a resource management tool that helps libraries efficiently, while creating engaging and collaborative learning environments that promote and support student achievement.	Operating Accounts	$3,500.00
Subtotal: $12,500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			

	Subtotal:		
	Total: $12,500.00		

End of Reading Goals

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	

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

1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
	Based on the results of the 2011-2012 CELLA ELL student's performance demonstrated a weakness in listening and speaking. Which indicates that our students are having difficulties with developing and comprehending a response to what they have read.	ELL subgroups will be monitored frequently in order to provide the necessary interventions to strengthen their listening/ speaking of the English language.

Teachers will use the following listening strategies:

Teacher Lead Groups, Modeling, Use Illustrations / Diagrams, and Use Simple and Direct Language

Teachers will use the following speaking strategies:

Teacher / Student / Modeling, Repetition, Think Aloud, Role Play, Panel Discussions, Teacher-Led Groups, Brainstorming | Leadership Team

MTSS/RtI Team

ESOL Liaison | Administrators will monitor the use of ESOL strategies in Lesson Plans and students progress during their walk throughs.

ESOL Liaison will ensure that teachers have the appropriate ESOL strategies included in their lesson plans and comments are used correctly within the grade book.

Provide Professional Development to monitor ELL student's progress through differentiated instruction activities.

ESOL Liaison will meet with teachers' bi-monthly to discuss students' progress and use of ESOL strategies. | <u>Formative:</u>

Baseline Assessments

Interim Assessments

FCAT Test Maker

Classroom Walkthroughs

_

<u>Summative:</u>

2013 CELLA

2013 Reading FCAT 2.0 Assessment | |

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

CELLA Goal #1: The results of the 2011-2012 CELLA Test indicate that 59% of the students tested scored a level of proficiency in the Listening/Speaking portion of the test. Our goal is to increase student proficiency in Listening/Speaking during the 2012-2013 school year.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	59% (82)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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.	2.1.	2.1.	2.1.	2.1.	
	Based on the results of the 2011-2012 CELLA ELL students performed the lowest in reading. This indicates that our students are having difficulties with reading comprehension and vocabulary, which in part is due to the students' language barrier.	ELL subgroups will be monitored frequently in order to provide the necessary interventions to strengthen their listening/ speaking of the English language. Teachers will provide ELL students reading material that is at the students reading level They will also engage students in listening and speaking activities that will help strengthen the students reading comprehension and vocabulary. Teachers will use the following reading strategies: Predictions, Question-Answer-Relationship (QAR), Read Alouds (RA), Choral Reading, Decoding/Phonics/ Spelling, Vocabulary With Context Clues, Visualization, Think/Pair/Share, Graphic Organizers, Dictation, Highlighting Text,	Leadership Team MTSS/RtI Team ESOL Liaison	Administrators will monitor the use of ESOL strategies in Lesson Plans and students progress during their walk throughs. ESOL Liaison will ensure that teachers have the appropriate ESOL strategies included in their lesson plans and comments are used correctly within the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. ESOL Liaison will meet with teachers' bi-monthly to discuss students' progress and use of ESOL strategies.	<u>Formative:</u> Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs — <u>Summative:</u> 2013 CELLA 2013 Reading FCAT 2.0 Assessment	

		Retelling, etc…				
CELLA Goal #2: The results of the 2011-2012 CELLA Test indicate that 38% of the students tested scored a level of proficiency in the Reading portion of the test. Our goal is to increase student proficiency in Reading during the 2012-2013 school year.	2012 Current Percent of Students Proficient in Reading:					
	38%. (52).					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3. Students scoring proficient in writing.	3.1.	3.1.	3.1.	3.1.	3.1.	
	Based on the results of the 2011-2012 CELLA ELL students lack the necessary writing skills. This indicates that our students are having difficulties with the six traits of writing (Organization, Drafting, Voice, Word Choice, Sentence Fluency, and Conventions), which in part is due to the students' language barrier.	ELL subgroups will be monitored frequently in order to provide the necessary interventions to strengthen their listening/ speaking of the English language. ELL students will be provided with following writing strategies by their teachers: Spelling Strategies, Writing Samples, Graphic Organizers, Reading Response Journal/Log, Summarizing, Writing Prompts, Rubric Writing Prompts, etc…	Leadership Team MTSS/RtI Team ESOL Liaison	Administrators will monitor the use of ESOL strategies in Lesson Plans and students progress during their walk throughs. ESOL Liaison will ensure that teachers have the appropriate ESOL strategies included in their lesson plans and comments are used correctly within the grade book. Provide Professional Development to monitor ELL student's progress through differentiated instruction activities. ESOL Liaison will meet with teachers' bi-monthly to discuss students' progress and use of ESOL strategies.	Formative: Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs — Summative: 2013 CELLA 2013 Reading FCAT 2.0 Assessment	

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CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :				
The results of the 2011-2012 CELLA Test indicate that 42% of the students tested scored a level of proficiency in the Writing portion of the test. Our goal is to increase student proficiency in Writing during the 2012-2013 school year.					
	42%. (58)				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement					

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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		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
	Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade level appropriate material through the use of technology within the learning environment.

Which will promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools | Leadership Team

MTSS/RtI Team

Department Chair

Math Liaison | Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.

Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through the use of hands on activities. | **Formative:**

Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT

Summative:

Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment. | | |

		to solve problems involving these measures. Students will engage in the following activities: ● Manipulatives ● Success Maker ● 5-Minute Walk Throughs ● Mini-lessons				

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT 2.0 Math assessment indicated that 34% of the students achieved proficiency. (Level 3). Our goal for the 2012-2013 school year is to maintain Level 3 student proficiency of points 34%.						
	34% (92)	34% (93)				
		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.	

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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

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.		
	Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with enrichment activities through the use of technology in multi-age learning environment. Which promotes the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through hands activities.	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT **Summative:** Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment.		

		solve problems involving these measures. Teachers will also provide students with the following activities: ● Manipulatives ● Success Maker ● 5-Minute Walk Throughs ● Mini-lessons					

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Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT 2.0 Math assessment indicated that 50% of the students achieved proficiency. (Level 4 and 5). Our goal for the 2012-2013 school year is to maintain a proficiency (Level 4 and 5) of 50% percentage.						
	50% (138)	50% (137)				
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	

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Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
	Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through the use of hands on activities	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT **Summative:** Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment.		

		Students will also participate in the following activities: • Manipulatives • SuccessMaker • 5-Minute Walk Throughs • Mini-lessons				

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Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Math assessment indicate that 76% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5% percentage points to 81%.						
	76% (131)	81% (139)				
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

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3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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4. **FCAT 2.0:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4A1.	4A.1.	4A.1.	4A.1.	4A.1.		
	Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through the use of hands on activities	**Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT **Summative:** Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment.		

		following activities: • Manipulatives • Success Maker • 5-Minute Walk Throughs • Mini-lessons				

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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Math assessment indicate that 69% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5% percentage points to 74%.						
	69% (27)	74% (29)				
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 73%	**75%**	**78%**	**80%**	**82%**	**84%**	**87%**
Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: 90% (18) Black: 83% (9) Hispanic: 83% (192) Asian: N/A American Indian: N/A Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	5B.1. Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following activities: ● Manipulatives ● SuccessMaker ● 5-Minute Walk Throughs ● Mini-lessons	5B.1. Leadership Team MTSS/RtI Team Department Chair Math Liaison	5B.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports.	5B.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT **Summative:** Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment.

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Math assessment indicated that 84% of our subgroups are not meeting standards. Our goal for the 2012-2013 FCAT 2.0 Math is to increase the percentage of students meeting standards by 1 percentage points to 85%						
	84% White: 89% (18) Black:82% (9) Hispanic: 82% (189) Asian: N/A American Indian: N/A	**85%** White: 90% (18) Black:83% (9) Hispanic: 83% (189) Asian: N/A American Indian: N/A				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	5C.1. Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will participate in	5C.1. Leadership Team MTSS/RtI Team Department Chair Math Liaison	5C.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	5C.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT **Summative:** Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment.		

		the following activities: ● Manipulatives ● SuccessMaker ● 5-Minute Walk Throughs ● Mini-lessons					

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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Math assessment indicated that 78% of our English Language Learners (ELL) not making satisfactory progress in reading. Our goal for the 2012-2013 FCAT 2.0 Math is to increase the percentage of students meeting standards by 5 percentage points to 83%						
	78% (20)	83% (21)				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Based on our data analysis of the 2011 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	5E.1. Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following	5E.1. Leadership Team MTSS/RtI Team Department Chair Math Liaison	5E.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	5E.1. **Formative:** Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT **Summative:** Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment.		

		activities. ● Manipulatives ● SuccessMaker ● 5-Minute Walk Throughs ● Mini-lessons				

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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2011-2012 FCAT 2.0 Math assessment indicated that 83% of our Students who are Economically Disadvantaged student's not making satisfactory progress in reading. Our goal for the 2012-2013 FCAT 2.0 Math is to increase the percentage of students meeting standards by 1 percentage points to 84%.						
	83%	84%.				
		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
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:_____ N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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: **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.	

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

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2A. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. **Florida Alternate Assessment:** Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Mathematics Goal #2B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	**N/A**				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		

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Mathematics Goal #3A: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		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.		
Mathematics Goal #3B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. 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 #4: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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						
Mathematics Goal #5A: **N/A**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A White: Black: Hispanic: Asian: American Indian:	**N/A** White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		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.		

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	N/A	**N/A**				
	_	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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Mathematics Goal #5E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
	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.		

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Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	N/A	N/A				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		

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Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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					

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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		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra 1 Goal #1: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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.		

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	N/A	N/A				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A White: Black: Hispanic: Asian: American Indian:	**N/A** White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	N/A	N/A				
		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

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					

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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		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
	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.		

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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** **N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	

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Geometry Goal #3A: **N/A**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	N/A	N/A					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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Geometry Goal #3C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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.		

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Geometry Goal #3D: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		

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Geometry Goal #3E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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.

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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core - Math	K-5	Trainer & Mathematics Liaison	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs
Effective Differentiated Instruction to focus on Geometry and Fractions Content Clusters.	Grade 3-5 Mathematics	Grade Level Chairs & Mathematics Liaison	3rd-5th Grade Mathematics Teachers	Target Date: August 20, 2012 to June 2013 Monthly Basis	Lesson plan reviews, classroom walkthroughs, and monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Math Liaison
Teachers will attend PD to gain knowledge of concepts taught through the use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement and fraction concepts and allow students to make connections with real-world situations. Success Maker PD	Grade 3-5 Mathematics	Trainer & Mathematics Liaison	PLC Leaders & 3rd-5th grade Mathematics Teachers	Target Date: August 2012-September 2013	Mathematics small group schedule	Principal, Assistant Principal, and Math Liaison

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:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for the FCAT.	Operating Funds	$1,995.00
Subtotal: $1,995.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for the FCAT.	Operating Funds	$1,200.00
Subtotal: $1, 200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total: $ 3, 195.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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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		

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1A. FCAT 2.0: **Students scoring at Achievement Level 3 in science.**	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Big Idea: Physical Science due to the lack of knowledge and exposure to instructional strategies and activities that are linked to research, collaboration, design, and implement instructional strategies that increase inquiry based learning in Physical Science.	1A.1. Students will be provided with grade-level appropriate opportunities that develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Physical Science.	1A.1. Leadership Team MTSS/RtI Team Department Chair Science Liaison	1A.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	1A.1. **Formative:** Science projects Teacher made tests Baseline Assessment Interim Assessment **Summative:** Science projects Teacher made tests Interim Assessment Science FCAT 2.0		

		Students take part in the following activities: ● Labs ● GIZMOS ● 5-Minute Walkthroughs					

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT 2.0 Science assessment indicated that 43% of the students achieved proficiency. (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3% percentage points to 46%.						
	43% (42)	46% (45)				
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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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: 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.	

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Big Idea: Physical Science due to the lack of knowledge and exposure to instructional strategies and activities that are linked to increase inquiry based learning in Physical Science.	2A.1. Students will be provided with enrichment activities through the use of technology in multi-age learning environment. Which will develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables,	2A.1. Leadership Team MTSS/RtI Team Lead Teacher Science Liaison	2A.1. Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports. Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	2A.1. **Formative:** Science projects Teacher made tests Baseline Assessment Interim Assessment **Summative:** Science projects Teacher made tests Interim Assessment Science FCAT 2.0		

		and experimental design in Physical Science. Students will engage in the following activities: ● Labs ● GIZMOS ● 5-Minute Walkthroughs					

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Science Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT 2.0 Science assessment indicated that 20 % of the students achieved proficiency. (Level 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 1% percentage points to 21%.						
	20% (19)	21% (20)				
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievem					

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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. 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: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		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		

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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: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

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Biology 1 Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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.

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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
			Science Liaison			Principal, Assistant Principal, and Science Liaison
Develop Professional Learning Communities for Science	5th Grade	Trainer / Professional Development		September 2012-June 2013 Monthly	Lesson plan reviews, classroom walkthroughs, and monthly meetings with all Professional Learning Communities with the Administration	
Professional Learning Communities Focus on Physical Science	5th Grade	Science Coach	5th Grade Science Teachers	September 2011-June 2012 Monthly Basis	Monthly walkthroughs and observations	Principal, Assistant Principal, and Science Liaison
Common Core - Science	K-5	Trainer & Science Liaison	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs

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

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In Grade 5, students will show an increase in mastery levels in the Big Idea: Physical Science on the 2013 Science FCAT due to teachers providing enrichment activities for students to design science projects to increase scientific thinking. They will also provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply knowledge gained on key instructional concepts.	Science experiment supplies will be ordered to properly conduct weekly investigations.	Operating Accounts	$1,000.00
In Grade 3-5 teachers will provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Studies Weekly	EESAC	$1,152.69
Scotts Foresman 3rd grade science textbooks teaches curriculum is organized into four units—Life, Earth, Physical, and Space and Technology. Each unit contains a balance between key science content and hands-on activities that support each lesson.	Student science textbooks and teachers editions.	Operating Account	$2,184.16
Subtotal: $4,336.85			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total: $4,336.85			

End of Science Goals

Writing Goals

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

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

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. The areas of deficiency as noted on the 2011 administration of the Writing FCAT were focus and elaboration in the area of Narrative writing that contains characters, setting, problem & solution.	1A.1. During writing instruction, students should use graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end and use supporting details to develop focus and elaboration, voice, and details. Students will also use revision and editing marks to better their paper.	1A.1. Leadership Team MTSS/RtI Team Lead Teacher Reading Liaison	1A.1. Administer and teacher score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	1A.1. **Formative:** Monthly writing assessments, FCAT Writing Pretest **Summative:** FCAT Writing Post Test , FCAT 2.0 Writing Test		

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Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT Writing Test indicate that 97% of students scored a Level 3 or higher. Our goal for the 2012-2013 school year is to maintain the percentage 97% students scoring Level 3 or higher.						
	97% (87)	97% (87)				
		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.	

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Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core - Writing	K-5	Trainer & Reading Liaison	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs
PLC will focus on narrative and expository writing	3-4 Language Arts	Reading/Writing Coach	3rd – 4th Grade Language Arts teachers	August 13, 2012	Monthly writing prompt scores monitored by PLC	Principal, Assistant Principal, and Reading Liaison
PLC will focus on Grammar	3-4 Language Arts	Reading/Writing Coach	2nd – 4th Grade Language Arts teachers	August 2012	Monitor PLC minutes and walkthroughs	Principal, Assistant Principal, and Reading Liaison
The focus will be on teaching editing, revisions, and on how to use the holistic scoring rubric.	2-4 Language Arts	Reading/Writing Coach	2nd – 4th Grade Language Arts teachers	August 2012-June 2013	Weekly monitoring of student writing samples to be submitted into their writing folders. In addition, students will utilize red pens when self-correcting their writing prompts as well as their peers.	Principal, Assistant Principal, and Reading Liaison
PLC will focus on the six traits of writing.	K-5 Language Arts Teachers	Reading/Writing Coach	Kinder through Fifth	September 17, 2012	Students receive instruction on the six traits of writing.	Grade level chairs

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)			

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Strategy	Description of Resources	Funding Source	Amount
Zaner Bloser – Writing curriculum teaches students to apply the six traits of writing at every step of the writing process—across Common Core State Standards text types and genres and across the curriculum.	Writing textbook and student workbooks.	Operating Funds	$10,814.55
Subtotal: $10,814.55			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Zaner Bloser – professional representative demonstrated the use of writing tools and applied to real writing samples.	Zaner Bloser certified personnel instructed teachers on the six traits of writing through the use of writing samples.	Operating Account	$1,414.00
Subtotal:$1,414.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:$12,228.55			

End of Writing Goals

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

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

Civics EOC Goals	Problem-Solving					

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	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: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Civics Professional Development

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

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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						

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of Civics Goals

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.		

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U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A.						
	N/A	N/A				
		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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						

	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

U.S. History Professional Development

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

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

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of U.S. History Goals

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					

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

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. Even though we have a high attendance rate our absences are due to student unexpected illnesses.	1.1. Teachers and school counselor will incorporate grade level appropriate lessons on hygiene. Provide incentives for students such as Maintain a clean environment throughout the school.	1.1. Assistant Principal Guidance Counselor Department Chair	1.1. General Education Teacher will call students home after 2 absences. Administrators will monitor the school environment to ensure cleanliness in order to promote a healthy culture for students while they are learning.	1.1. Attendance Roster		

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

Attendance Goal #1: Our goal for the 2012-2013 academic school year is to increase student attendance from 96.05% to 96.55% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	96.05% (528)	96.55% (531)				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	133 █	126				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				

		112	106				
		1. Student unexcused absences due to an undetermined cause.	1.2 Provide incentives for students such as: • Student of the Month • 100% Attendance Award	1.2. Assistant Principal Guidance Counselor Attendance Clerk Lead Teacher	1.2. General Education Teacher will monitor students unexcused absences	1.2. Attendance Roster	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.

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

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 Program	K-5th	Attendance Clerk and Grade Book Manager	General Education Teachers and Non-Instructional Staff	August 2012-June 2013	Attendance Program will be implemented the first day of school and monitored on a monthly basis.	Attendance Clerk and Administration

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
Truancy Prevention	Provide incentives for students with improved attendance	EESAC	$ 500.00
Subtotal: $500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total: $500.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	**Problem-solving Process to Decrease Suspension**						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. **Suspension**	1.	1.1.	1.1.	1.1.	1.1.		
	Student suspension rates are due to the lack of unfamiliarity with the Student Code of Conduct. The total number of indoor and outdoor suspensions decreased during the 2011-2012 school year; an increase/decrease of 3 students.	In-Class Behavior Management Plans. Parents and students will be informed of Code of Conduct and must sign Code of Conduct Contract.	Principal Guidance Counselor Lead Teacher	General Education Teacher will keep parent contact logs as evidence of communication; principal will monitor parent contact logs.	Parent Contact Logs and Suspension Reports		
Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of suspensions by at least 1%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	2	2					

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

	2012 Total Number of Students Suspended __ In-School	2013 Expected Number of Students Suspended __ In -School				
	2	2				
	2012 Total __ Number of Out-of-School Suspensions	2013 Expected Number of __ Out-of-School Suspensions				
	3	3				
	2012 Total Number of Students Suspended __ Out- of- School	2013 Expected Number of Students Suspended __ Out- of-School __				
	3	3				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

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

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
Student Code of Conduct Contract	K-5th	All Staff Members	All grades, subjects, school-wide	August 2012-June 2013	Monitor Teacher's behavior management plans	Grade Level Chairs and Administration
Parent Training	K-5th	On individual basis	Parent, Teacher and Administration	September 10, 2012	Teacher and Administration	Principal

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
Teachers and/or Administration will contact parents of students who have been on indoor suspension. Parents will be provided with a copy of the Student Code of Conduct.	Printing of Student Code of Conduct	Operating Accounts	$ 300.00
Subtotal: $300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total: $300.00			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		

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

	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Dropout Prevention Goal #1: N/A .							
	N/A	N/A					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	N/A	N/A					
		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

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

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject and/or PLC Leader	PD Facilitator	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						

Dropout Prevention Budget (Insert rows as needed)

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

Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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

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

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
	Due to a language barrier there is a lack of participation in school wide activities by parents of English Language Learners.	Mentor parents to attend group programs and activities they feel comfortable participating in school events functions, notify and invite parents/ guardians in a timely matter to make appropriate arrangements.	Community Involvement Specialist	Review sign in sheets to determine the number of limited English proficient parents attending school events	Sign in sheets		

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

Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
Given a strong emphasis on the parental involvement at the school, 92% of parents will complete the volunteer hours defined in the parent contract during the 2012-2013 school year, as evidenced by the teacher and volunteer logs.						
	92% (527)	93% (493)				
		1.2. Parents have limited knowledge and understanding of information of the curriculum in use at school	1.2. Parents are invited and encouraged to attend school functions such as Open House FCAT Parent Night, Science Fair Parent Night, and Technology Parent Night.	1.2. Principal General Ed Teacher	1.2. Review sign in sheets to determine the number of parents attending school events	1.2. Sign in sheets

		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
Student Data	K-5th	Counselor and General Education Teacher	Parents and Guardians	August 20, 2012-Ongoing	Review Sign in sheets/logs to determine the number of parents attending	Student Data

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

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Our goal for the 2012-2013 school year is to engage students with STEM school wide technological activities and fairs. This will allow students to interact with technological skills within their reading, mathematical, and scientific curriculum and how it relates to personal experiences.	Due to the lack of knowledge of technology and language barriers.	During the 2012-2013 students in grades 2-5 will engage in weekly hands on reading and mathematical curriculum programs. Utilizing SuccessMaker as a technological tool that assists in strengthening the students' reading and math weaknesses. In addition, teachers in K-5 will implement bi-weekly hands on scientific labs. Teachers will also engage students in GIZMO activities that will help students develop a comprehension of any challenging scientific concepts through exploration of the concepts. Also, students in K-5 will participate in the Science fair.	Leadership Team MTSS/RTI Team Department Chair Science Liaison Math Liaison Reading Liaison	Grade level chairs and teachers will meet weekly to discuss, plan, and monitor scientific labs, student performances in SuccessMaker and GIZMOS. The leadership will conduct daily classroom walk throughs to monitor student progression and use of higher order questioning.	Formative: Baseline Assessment Interim Assessment FCAT Test Maker GIZMO SuccessMaker STAR Math STAR Reading Quarterly Exams Classroom Walk Throughs Summative: 2013 Mathematics FCAT 2.0 2013 Science FCAT 2.0 2013 Reading FCAT 2.0

		Students will also have presenters in the mathematical and science career field. Students in 5th grade will participate in the environmental club. Teachers will implement Time for Kids within their social studies and science curriculum in order to apply to current events and real world experiences.			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities Focus on Science Fair Project	K-5	Science Liaison	Science Liaison	October 29, 2012-December 19, 2012	Lesson plan reviews, classroom walkthroughs, and monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Science Liaison

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

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

Subtotal:			
Total:			

End of STEM Goal(s)

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

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

| CTE Goal #1:

N/A	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

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

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

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

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

	Total:		

End of CTE Goal(s)

Additional Goal(s)

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

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

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

1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: N/A	2012 Current Level :*	2013 Expected Level :*					
	N/A	N/A					
		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

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
Please note that each Strategy does not require a professional development or PLC activity.						
N/A						

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
CELLA Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget

	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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

Are you reward school? ▢Yes ▢No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.

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

Describe the activities of the SAC for the upcoming school year.
The SAC at Somerset Academy Charter School is the sole body responsible for final decision making of the school. School Climate Survey and Assessment Data were reviewed to determine school needs for the 2012-2013 school year. In the beginning of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the SAC members. In June and August, the SIP will be sent to the district School Board for approval and implementation will begin in August 2012. The SIP will be monitored during the entire school year. The SAC reviews the SIP on a quarterly basis and makes necessary adjustments.

Describe the projected use of SAC funds.	Amount
Somerset Academy purchased Time For Kids for students in Third through Fifth Grade.	$1,124.80