

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: Triangle Elementary School | District Name: Lake |
| Principal: Kathy Billar | Superintendent: Dr. Susan Moxley |
| SAC Chair: Roberto Garcia | Date of School Board Approval: |

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

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

[High School Feedback Report](#)

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

Administrators

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

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| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---------------------|------------------|---|-----------------------------------|-------------------------------------|--|
| Principal | Kathy Billar | <ul style="list-style-type: none"> • MS Educational Leadership • BS in Elementary Ed & Early Childhood • ESOL Endorsement | 8 | 15 | <p>Triangle Elementary 2011-2012: B 2010-2011: A 2009-2010: D 2008-2009: A 2007-2008: C 2006-2007: B 2005-2006 :A 2004-2005: B</p> <p>Rimes Elementary 2003-2004: C (met AYP) 2002-2003: C</p> |
| Assistant Principal | Miriam Gottfried | <ul style="list-style-type: none"> • MS Educational Leadership • BS in Elementary Ed. & Early Childhood • ESOL Endorsement | 1 | 6 | <p>Triangle Elementary 2011-2012: B</p> <p>Treadway Elementary 2010-2011: A 2010-2009: A 2009-2008: B</p> <p>Spring Creek Elementary 2008-2007: B 2007-2006: A</p> |

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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) |
|------------------------------|------------------|---|-----------------------------------|---|---|
| District Instructional Coach | Linda Bradley | BS Elementary Education MS Reading ESOL Endorsed | 6 | 10 | Mrs. Bradley has mentored new teachers at Triangle Elementary through the 2007-2012 school years. |
| Reading | Whitney Frazier | BS Elementary Education MS Education Reading Endorsed ESOL Endorsed | 2 | 2 | Triangle Elementary 2011-2012: B 2010-2011: A Eustis Heights Elementary 2009-2010: B 2008-2009: C |
| Writing | Laura Ross | BS Early Childhood Education K-6 Certificate ESOL Endorsed | 4 | 4 | Triangle Elementary 2011-2012: B 2010-2011: A 2009-2010: D 2008-2009: A |
| CRT | Margaret Gardner | BS Agricultural Education M.Ed. Educational Leadership Ed.D. Educational Leadership | 2 | 2 | Triangle Elementary 2011-2012: B 2010-2011: A |

Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|---|---------------------------------------|---------------------------|
| 1. Regular meetings of new teachers with Principal | Kathy Billar, Principal | On-going |
| 2. Partnering new teachers with veteran staff and/or mentor | Miriam Gottfried, Assistant Principal | On-going |

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| 3. District provides "TOPS" training as well as instructional coaches. | District Personnel | On-going |
| 4. Weekly Grade Level meetings | Grade Chair, Mentors, and Principal | On-going |

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|--|---|
| 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 | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 58 | 3% | 24% | 38% | 28% | 24% | 100% | 3% | 5% | 79% |

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 |
|----------------------------|--|---|--|
| Linda Bradley - District | Stephanie Burnett; Kathryn Larson; Julie Hobbs; Cari Key; Tara Rhone; Wilma Acosta | As part of the beginning teachers program (including teacher new to our school), each new teacher is assigned to an instructional coach to help ensure all resources are available. | The mentor and mentee are meeting bi-weekly to discuss evidence-based strategies. The mentor observes the mentee. Time is given for feedback, coaching and planning. |
| Delia Lupi – School-Based | Cari Key and Tara Rhone | As part of the beginning teachers program, each new teacher is assigned an instructional coach to help ensure all resources are available. | The mentor and mentee will conference weekly, providing, support with curriculum and lesson planning specific to 2 nd Grade. |
| Connie Bame – School-Based | Wilma Acosta | As part of the beginning teachers program, each new teacher is assigned an instructional coach to help ensure all resources are available. | The mentor and mentee will conference weekly, providing, support with curriculum and lesson planning specific to 3 rd Grade. |

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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.

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| <p>Title I, Part A The county's title services department coordinates the funding which Triangle utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for mathematics and reading, funding for professional development and remediation, intervention and after school tutoring. Special attention will be given to the subgroups not making AYP in 2011-2012. For reading and mathematics, these subgroups are: students with disabilities, economically disadvantaged, black, and Hispanic. Title I personnel responsible for additional support for targeted subgroups include (but not limited to) FSL, math resource teacher, RI/MTSS resource teacher, PK teacher, and corresponding grade level teacher assistants funded by Title I. Academic instructional coaches will also provide support (Literacy Coach, CRT, and Writing Coach).</p> |
| <p>Title I, Part C- Migrant The Title Services department provides a Migrant Liaison who works with the school's guidance counselor, the family/school liaison, and the CRT to ensure that migrant students do not face additional educational challenges due to differences in academic standards throughout the country.</p> |
| <p>Title I, Part D The Title Services department receives funding for services targeting delinquent and neglected students. At the school, the guidance counselor, nurse and social worker ensure compliance with guidelines and assistance to these children and families.</p> |
| <p>Title II The Curriculum Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the curriculum department at the district level. On the school level, the assistant principal, curriculum specialist, the technology contact, and the family liaison work with the principal to ensure compliance with guidelines and assistance to children and families.</p> |
| <p>Title III The Curriculum Department coordinates funding for services to English Language Learners through a partnership with the district curriculum department and the school's ELL coordinator with support from the family liaison. The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include (but are not limited to) Rosetta Stone.</p> |
| <p>Title X- Homeless The guidance counselor, social worker, family liaison, and office support staff work together with the principal to ensure that all students who qualify for services under the McKinney -Vento Act are provided with the resources and assistance needed.</p> |
| <p>Supplemental Academic Instruction (SAI) SAI funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics and reading. This assistance will include, but not be limited to, before and after school remediation programs.</p> |
| <p>Violence Prevention Programs Triangle Elementary participates in the Too Good for Drugs prevention programs. Triangle 5th grade students also participate in the D.A.R.E. program. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying program.</p> |
| <p>Nutrition Programs The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 79% of which are economically disadvantaged.</p> |
| <p>Housing Programs N/A</p> |

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| Head Start The school works closely with the Mt. Dora Head Start program to provide transition services when the students register for kindergarten. |
| Adult Education While no formal adult education programs exist at the current time, the school does provide parent training and support in regard to student curriculum and student support at home. |
| Career and Technical Education N/A |
| Job Training N/A |
| Other |

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| <i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team |
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| <p>Identify the school-based MTSS leadership team. The school-based MTSS/RtI Leadership team will consist of the MTSS/RtI Resource Teacher (coordinator for academics), Guidance Counselor (coordinator for behavior), Literacy Coach, Math Resource Teacher, ESE Specialist, School Psychologist, CRT, Principal, and Assistant Principal.</p> |
| <p>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?</p> <p>The MTSS/RtI team includes an expanded network and levels of support to address teacher concerns and to improve fidelity. Teacher referrals will be triaged as follows: (1) Grade level teams meet to problem-solve with peers, facilitated by grade level chairs. (2) If peer networking strategies are not successful, the teacher consults with the appropriate resource professional; Literacy Coach, Math Resource Teacher, or MTSS/RtI Resource Teacher to review strategies already in place and discuss additional strategies. (3) Continued student concerns are referred to the MTSS team and a meeting is scheduled. In addition, the MTSS/RtI resource teacher notifies teachers of previous RtI Level II and Level III students to be assessed for continued support.</p> <p>Grade level teams will work together in order to meet the needs of every student through differentiated instruction. To this end, students may be grouped with students from other classes and teachers will share responsibility for improvement of the grade level as a whole. The resource professionals of the MTSS/RtI Leadership Team will either oversee or conduct progress monitoring assessments and will provide additional teacher support with brief weekly fidelity and graphing documentation checks.</p> |
| <p>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?</p> <p>The MTSS/RtI Leadership Team has an integral role in the development of the school improvement plan. The team used a problem-solving model to establish school improvement goals for the 2012-2013 school year, seeking ways to provide additional support for our lower quartile students and to improve overall academic achievement. MTSS will be instrumental in the achievement of these goals. As such, it is vital to school improvement.</p> |
| MTSS Implementation |
| <p>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.</p> <p>Fountas & Pinnell, F.A.I.R. scores through the Progress Monitoring and Reporting Network (PMRN), school level formal/informal assessments, benchmark assessments (Edusoft), attendance and discipline (AS400 and FIDO).</p> |
| <p>Describe the plan to train staff on MTSS.</p> <p>Wednesdays are designated for all staff development. Individual members of the MTSS/RtI Leadership Team will be responsible to conduct inservices in their areas of specialty, ultimately dovetailing into MTSS/RtI. The MTSS/RtI Coordinator will present a general overview of the process for the benefit of new and incoming teachers. MTSS/RtI Leadership Team members will be introduced in their supportive roles and the</p> |

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steps leading to referral will be explained. The School Psychologist will update teachers regarding the use of MTSS/RtI forms, introducing new forms and procedures.

Describe the plan to support MTSS.

Triangle has developed a school-wide reading remediation time for all grade levels to help support the MTSS/RtI process. Triangle also has an MTSS/RtI resource teacher who will be working with our Tier III students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Literacy Coach, a representation from each grade level (including ESE), CRT, Administration, Media Specialist

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

The Triangle Elementary Literacy Leadership Team will meet monthly to focus on all areas of literacy as well as areas of concern. The LLT is working hard to improve parent involvement.

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

The Literacy Leadership Team's main concern for this year is to integrate nonfiction text into the curriculum. Our goal is to make sure that our students are receiving multiple exposures to nonfiction text to insure that our students will be college and career ready.

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.

VPK is offered during the regular school year to assist in readiness skills for Kindergarten. Triangle offers one full day Pre-K funded half by Title 1 and half by VPK. The county PLAY Center helps identify, set up services, and refer students to Triangle for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location.

Triangle Elementary offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. FLKRS (Florida Kindergarten Readiness Screener) is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

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

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

****High Schools Only***

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

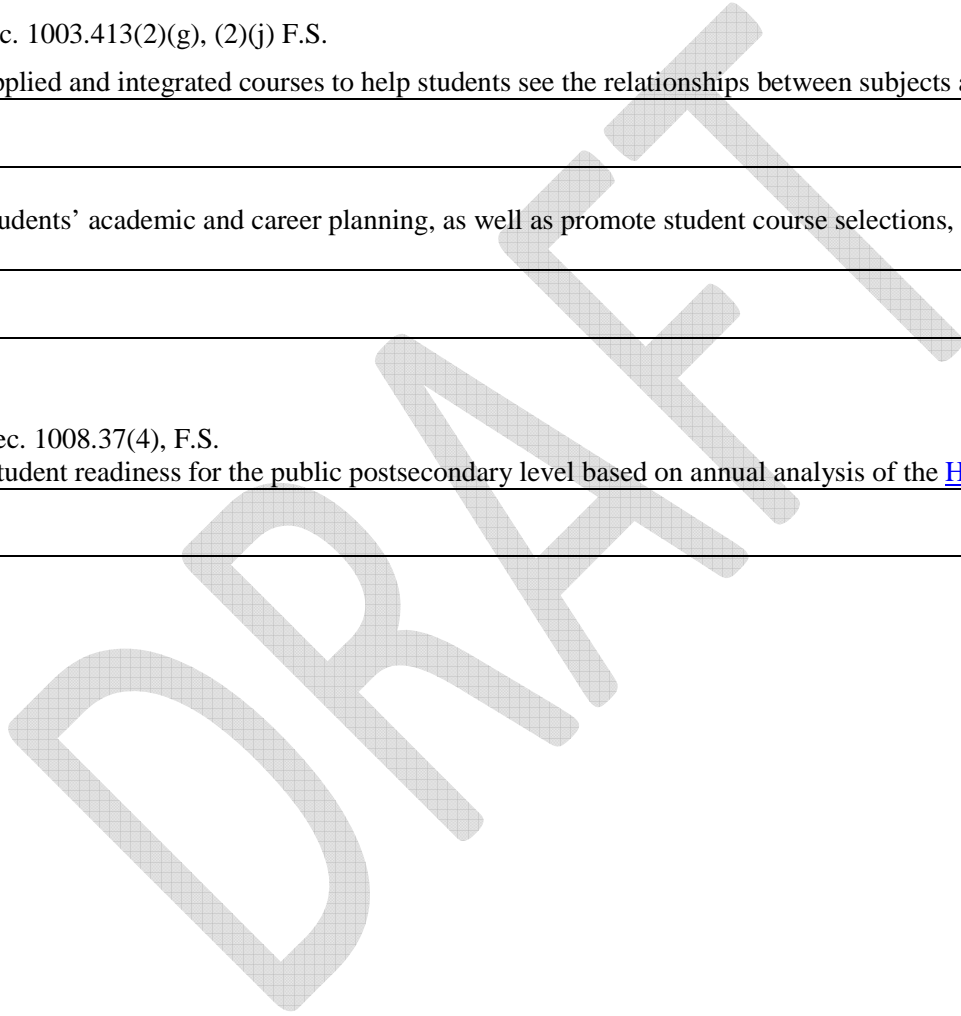
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).



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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 |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | | | 1A.1. Inconsistent and/or limited use of Research-Based Instructional Practices (Differentiated Cognitive Strategies) with particular emphasis on reading comprehension and writing | 1A.1. Ensure and support the implementation of differentiated instruction throughout the seven areas of reading (main idea, sequencing, compare/contrast, fact/opinion, cause/effect, literary elements, and inferences). Provide model classrooms for teachers to go and observe these instructional tools being used. Provide professional development on instructional strategies and how to implement these strategies. | 1A.1. Classroom Teacher Literacy Coach CRT Administration | 1A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 1A.1. FAIR Fountas & Pinnell Achieves Data Benchmark Assessments |
| <u>Reading Goal #1A:</u> Fifty-five percent (100% students tested) scored at a level 3 or above on the 2012 Reading FCAT. (including both FCAT 2.0 & FAA results) TRE's goal is to increase the percentage of students performing at or above grade level to a minimum of 58%. (including both FCAT 2.0 & FAA results) Source: SPAR Report & Target AMO Spreadsheet | <u>2012 Current Level of Performance:*</u> 3 rd Grade: 59% Proficient (105) 4 th Grade: 53% Proficient (91) 5 th Grade: 54% Proficient (104) | <u>2013 Expected Level of Performance:*</u> At least 58% of students will be performing at or above grade level on the 2013 Reading FCAT. | | | | | |
| | | | 1A.2. Inconsistent and/or limited use of guaranteed, prioritized, mapped curriculum rich in non-fiction text (specifically science and social studies) | 1A.2. Ensure and support the implementation of Curriculum Blueprints (Instructional Curriculum Plans) and Benchmark Task Cards to guide deliberate practice of teachers. Provide professional development on high-yield instructional strategies and how to implement these strategies as part of a school-wide planning model based on learning. | 1A.2. Literacy Coach CRT Classroom Teacher Administration | 1A.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 1A.2. Achieves Data Benchmark Assessments |

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| | | | | | | |
| | | 1A.3. Scaffolding of lessons/units with technology | 1A.3. Continued implementation of FCAT Explorer, Achieves, Essential Skills, and Harcourt Reading Comprehension Expedition during class and weekly computer lab. MyON Reader and AR Readers will be utilized during Media Specials and class time. Provide professional development on how to integrate technology as part of a school-wide planning model based on learning. Use of iPads as an alternate mode of instruction and guided practice. | 1A.3. Computer Teacher Literacy Coach Classroom Teacher Administration Media Specialist | 1A.3. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 1A.3. FCAT Explorer Assessments Data Mastery of the Essential Skills Levels |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Reading Goal #1B: **Providing data will violate student confidentiality | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | | | | | | |
| | | | | | | |
| | | 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. |
| Reading Goal #2A: Twenty-seven percent (100% students tested) scored level 4 or higher on the 2012 Reading FCAT. (including ONLY FCAT 2.0 results) Source: LCS FCAT 2012 Accountability Report, Testing & Evaluation TRE's goal is to increase the percentage of students scoring level 4 or 5 by 10% in each grade. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Implementation of a significant enrichment component to advance higher achieving students with a particular emphasis on reading comprehension and writing | 2A.1. Teachers will use high interest interactive lessons, using a variety of strategies (extended thinking skills, summarizing, vocabulary in context, advanced organizers, and socially interactive learning) to advance students. Skills groups for high achieving students will be provided. | Classroom Teacher Literacy Coach CRT Administrator | 2A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 2A.1. FAIR Benchmark Assessments Classroom Assessments Achieves Data |
| | 3rd Grade: 31% (33) Proficient 4th Grade: 31% (28) Proficient 5th Grade: 20% (21) Proficient | 3rd Grade: 41% Proficient 4th Grade: 41% Proficient 5th Grade: 30% Proficient | | | | | |
| | | | 2A.2. | 2A.2. | 2A.2. | 2A.2. | 2A.2. |
| | | | Allocation of time dedicated to enrichment activities for higher achieving students | Help teachers balance their time to allow for more enrichment and extension activities (modification of school schedule and organization if/when necessary). Skills groups will allow for 120 additional minutes of enrichment per week. | Classroom Teachers Literacy Coach CRT Administration | 2A.2. Monitor student's progress on FAIR Classroom Teacher observations | 2A.2. FAIR Classroom Teacher observations Achieves Data |
| | | | 2A.3. | 2A.3. | 2A.3. | 2A.3. | 2A.3. |
| | | | Inconsistent use of differentiated assignments and socially interactive learning strategies | Teachers will use collaborative and cooperative learning strategies to extend students' reading, writing, and thinking skills. | Classroom Teachers Literacy Coach CRT Administration | 2A.3. Monitor student's progress on FAIR Classroom Teacher observations | 2A.3. FAIR Classroom Teacher observations Achieves Data |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Reading Goal #2B: **Providing data will violate student confidentiality | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
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| | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|--|--|---|
| 3A. FCAT 2.0: Percentage of students making learning gains in reading. | | | 3A.1. Meeting the individual needs of all students (Differentiated Cognitive Strategies) | 3A.1. Provide students reading instruction through focused skills groups. Teachers will teach the most common comprehension strategies as they assign reading and consistently focus higher order questions toward those comprehension strategies. Skills groups will allow for 120 additional remediation and/or enrichment a week. | 3A.1. Classroom Teacher Literacy Coach CRT Administration | 3A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks | 3A.1. Achieves Data Classroom Assessments |
| <p><u>Reading Goal #3A:</u></p> <p>Sixty-five percent (100% students tested) made learning gains on the 2012 Reading FCAT (including ONLY FCAT 2.0 results).</p> <p>Source: LCS FCAT 2012 Accountability Report, Testing & Evaluation</p> <p>TRE's goal is to increase the percentage of students making learning gains by a minimum of 3%.</p> | <p>2012 Current Level of Performance:*</p> <p>Sixty-five percent (195) of students made learning gains on the 2012 Reading FCAT.</p> | <p>2013 Expected Level of Performance:*</p> <p>At least 68% of students will make learning gains on the 2013 Reading FCAT.</p> | 3A.2. Inconsistent and/or limited exposure to FCAT 2.0 Type Materials | 3A.2. Teachers will use of FCAT 2.0 test maker and Florida Ready text to generate both formative and summative assessments to further expose students to FCAT type material. Continued implementation of FCAT Explorer, Achieves, Essential Skills, and Harcourt Reading Comprehension Expedition during class and weekly computer lab. MyON Reader and AR Readers will be utilized during Media Specials and class time. | 3A.2. After school tutors Literacy Coach CRT Administration | 3A.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks | 3A.2. Achieves Data Classroom Assessments |
| | | | 3A.3. Non-systematic implementation of remediation and enrichment Programs with a specific emphasis on reading comprehension and writing | 3A.3. Provide school-based after school tutoring (Fall & Spring 9 week sessions) Provide school-based before school enrichment. | 3A.3. Computer Teacher Literacy Coach Classroom Teacher Administration | 3A.3. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery | 3A.3. Pre/Post Tests |
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| | | | | | of skills. Student Data Notebooks | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| Reading Goal #3B: **Providing data will violate student confidentiality | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 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 |
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. | | 4A.1. Meeting the individual needs of students (Differentiated Cognitive Strategies) with a specific emphasis on reading comprehension and writing | 4A.1. Provide students reading instruction through focused skills groups. Teachers will teach the most common comprehension strategies as they assign reading and consistently focus higher order questions toward those comprehension strategies. Skills groups will allow for 120 of additional remediation a week. Students will create goals and track their progress through the use of student data notebooks. Teachers will work through the MTSS process in order to meet individual needs. | 4A.1. Classroom Teacher Literacy Coach CRT Administration | 4A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks MTSS Fidelity Graphs | 4A.1. Classroom Assessments FAIR Achieves Data Fountas & Pinnell MTSS Fidelity Graphs |
| Reading Goal #4A: Seventy-three percent (100% students tested) in the lowest 25% made learning gains on the 2012 Reading FCAT (including both FCAT 2.0 & FAA results) TRE's goal is to increase the percentage of students in the lowest 25% making learning gains on the 2013 FCAT by a minimum of 4% (including both FCAT 2.0 & FAA results) | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | Seventy-three percent (57) of students in the lowest 25% made learning gains on the 2012 Reading FCAT. | At least 77% of students in the lowest 25% will make learning gains on the 2013 Reading FCAT. | | | | |

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| Source: SPAR Report & Target AMO Spreadsheet | | 4A.2. Non-systematic implementation of acceleration/previewing for all "extra-help" students in reading comprehension and writing | Continued implementation of FCAT Explorer, Achieves, Essential Skills, and Harcourt Reading Comprehension Expedition during class and weekly computer lab. MyON Reader and AR Readers will be utilized during Media Specials and class time. | Classroom Teacher Literacy Coach CRT Administrators | Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks MTSS Fidelity Graphs | Classroom Assessments FAIR Achieves Data Fountas & Pinnell MTSS Fidelity Graphs | |
| | | 4A.3. Lack of Targeted Parental Support | 4A.3. Educate parents on importance of reading at home by providing and encouraging attendance to: Parent/Teacher conferences, Content Information Nights, and Monthly Open Media Nights. | 4A.3. Administration CRT Literacy Coach Parent Liaison Social Worker Media Specialist | 4A.3. Participants will complete a questionnaire to determine the effectiveness of the programs | 4A.3. Questionnaire Parent Involvement Data | |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. | | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. | |
| Reading Goal #4B: **Providing data will violate student confidentiality | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | |
| | | 4B.3. | 4B.3. | 4B.3. | 4B.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 |
| 5A. In six years school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | Target AMO Reading (All Subgroups): 53% | Target AMO Reading (All Subgroups): 64% | Target AMO Reading (All Subgroups): 68% | Target AMO Reading (All Subgroups): 71% | Target AMO Reading (All Subgroups): 75% | Target AMO Reading (All Subgroups): 79% |

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Revised April 29, 2011

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| | | | | | | | |
|--|---|---|--|---|---|--|---|
| <p><u>Reading Goal #5A:</u> TRE's goal is to reduce the achievement gap among all subgroups by 50%.</p> | | | | | | | |
| <p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p> | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> | | | 5B.1. Non-systematic approach to meeting the needs of individual students in targeted subgroups | 5B.1. Skills groups will be able to meet the needs of all of our students. Specific emphasis will be placed on advanced organizers and maps, previewing key vocabulary, and scaffolding of grade-level expectations. FCAT Explorer, Achieves, Essential Skills, and Harcourt Reading Comprehension Expedition will be implemented during class time and weekly computer lab. MyON Reader and AR Readers will be utilized during Media Specials and class time. Students will create goals and track their progress through the use of student data notebooks. Teachers will work through the MTSS process in order to meet individual needs. | 5B.1. Literacy Coach Classroom Teacher Administration Computer Teacher | 5B.1. Classroom walkthroughs Monthly analysis of student data. Student Data Notebooks | 5B.1. Achieves Data Classroom Assessments Benchmark Assessments |
| <p><u>Reading Goal #5B:</u> TRE's Black/African American and Hispanic subgroups met their Target AMO for 2012 FCAT Reading. (Black/African American & Hispanic 46% Proficient) Sixty-four percent of White students scored a level 3 or above on the 2012 FCAT. (including both FCAT 2.0 & FAA results). TRE's goal is to increase the percentage of White students performing at or above grade level to 69%. (including both FCAT 2.0 & FAA results)</p> | <p><u>2012 Current Level of Performance:*</u> White: Sixty-four percent of White students scored a level 3 or above on the 2012 FCAT.</p> | <p><u>2013 Expected Level of Performance:*</u> White: Sixty-nine percent of White students will be performing at or above grade level on the 2013 FCAT.</p> | | | | | |
| <p>Source: SPAR Report & Target AMO Spreadsheet</p> | | | 5B.2. Inconsistent reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations | 5B.2. Teachers will increase expectations for achievement and accountability to match increasing state and national standards (FCAT 2.0 and the transition to Common Core Standards). | 5B.2. After school tutors Classroom Teachers Literacy Coach CRT Administrators | 5B.2. Classroom walkthroughs Monthly analysis of student data. Student Data Notebooks | 5B.2. Achieves Data Classroom Assessments Benchmark Assessments Referral Data |

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| | | | | | | |
|--|-------------------------------------|--|---|---|---|---|
| | | | PBS is being implemented school-wide. | | | |
| | | 5B.3. Lack of Targeted Parental Support | 5B.3. Educate parents on importance of reading at home by providing and encouraging attendance to: Parent/Teacher conferences; Content Information Nights and Monthly Open Media Nights. | 5B.3. Administration C.R.T. Literacy Coach Parent Liaison Media Specialist | 5B.3. Participants will complete a questionnaire to determine the effectiveness of the programs. | 5B.3. Questionnaire Parent Involvement Data |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| <u>Reading Goal #5C:</u> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| TRE's ELL subgroup met their Target AMO for 2012 Reading FCAT (including both FCAT 2.0 & FAA results) (38% Proficient) | | | | | | |
| Source: SPAR Report & Target AMO Spreadsheet | | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |

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| | | | | | | | |
|---|-------------------------------------|--------------------------------------|---------------------|----------|---|---|-----------------|
| Reading Goal #5D: TRE's SWD subgroup met their Target AMO for 2012 Reading FCAT (including both FCAT 2.0 & FAA results) (50% Proficient) Source: SPAR Report & Target AMO Spreadsheet | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | | | 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 reading. | | | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| Reading Goal #5E: TRE's Economically Disadvantaged subgroup met their Target AMO for 2012 FCAT reading (including both FCAT 2.0 & FAA results). (54% Proficient) Source: SPAR Report & Target AMO Spreadsheet. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

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Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities | | | | | | |
|---|---------------------|---|---|--|---|---|
| Please note that each strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content/Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Book of the Month | Pre K-5 | Literacy Coach | School-wide | 3 rd Wednesday of every month | Classroom walkthroughs | Literacy Coach |
| FCAT 2.0 Focus Skills & Introductory Transition to Common Core Standards | 3-5 | Literacy Coach | 3-5 | Ongoing | Classroom walkthroughs and Benchmark and FAIR assessments | Literacy Coach |
| Intervention Skill Groups | 1-5 | Literacy Coach | 1-5 | Ongoing | Classroom walkthroughs and Benchmark and FAIR assessments | Literacy Coach |
| Common Core Training and Implementation | K-1 | Literacy Coach | K-1 | Ongoing | Classroom walkthroughs and monthly PLC meetings | Literacy Coach |
| Thinking Maps | K-5 | District Teaching & Learning Department | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | Administration |
| Kagan | Selected Teachers | Kagan | Selected Teachers K-5 | August 2012 | Classroom Walkthroughs Common Planning | Administration |
| Reading Differentiated Instruction | Selected Teachers | Title I | Selected Teachers K-5 | August 2012 | Classroom Walkthroughs Common Planning | Administration |
| DBQ | 4, 5 | District Curriculum Department | 4, 5 | Quarterly | Classroom Walkthroughs Common Planning Implementation of DBQ and scoring of student work using a rubric | Administration |
| Lesson Study | 1, 2, 3 | District Curriculum Department | 1, 2, 3 | January – June 2013 | Classroom Walkthroughs Common Planning Implementation of Lesson Study in Model Classrooms | Administration |

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Reading Budget (Insert rows as needed)

| | | | |
|---|--|----------------|------------------------------|
| Include only school funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Florida Ready Books | FCAT Prep | Title I | \$1342.00 |
| | | | |
| | | | Subtotal: \$1342.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Essential Skills | Web-based reading remediation/on grade-level/enrichment resource | Title I | \$700.00 |
| | | | |
| | | | Subtotal: \$700.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| After School Tutoring | Tutors & Materials | SAI | \$9,261.00 |
| Reading Resource Teacher | | Title I | \$26,000.00 |
| RtI/MTSS Resource Teacher | | Title I | \$24,700.00 |
| | | | |
| | | | Subtotal: \$59,961.00 |
| | | | Total:\$62,003.00 |

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|---|---|--|----------|---|---|-----------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring proficient in listening/speaking. | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| CELLA Goal #1: TRE's ELL students met their Target AMAO for Speaking and Listening Portion of the 2012 CELLA. (36% Proficient) Source: 2012 CELLA Report & corresponding Target AMAO Reference Sheet | <u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> | | | | | |
| | | 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 |
| 2. Students scoring proficient in reading. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #2: TRE's ELL students met their Target AMAO for Reading Portion of the 2012 CELLA. (26% Proficient) Source: 2012 CELLA Report & corresponding Target AMAO Reference Sheet | <u>2012 Current Percent of Students Proficient in Reading:</u> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---------------------|----------|---|---|-----------------|
| 3. Students scoring proficient in writing. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #3: TRE's ELL students met their Target AMAO for Writing Portion of the 2012 CELLA. (24% Proficient) Source: 2012 CELLA Report & corresponding Target AMAO Reference Sheet | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

CELLA Budget (Insert rows as needed)

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

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| | | | |
|--------------|--------------------------|----------------|---------------------|
| | | | |
| | | | Subtotal:\$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal:\$0 |
| | | | Total:\$0 |

End of CELLA Goals

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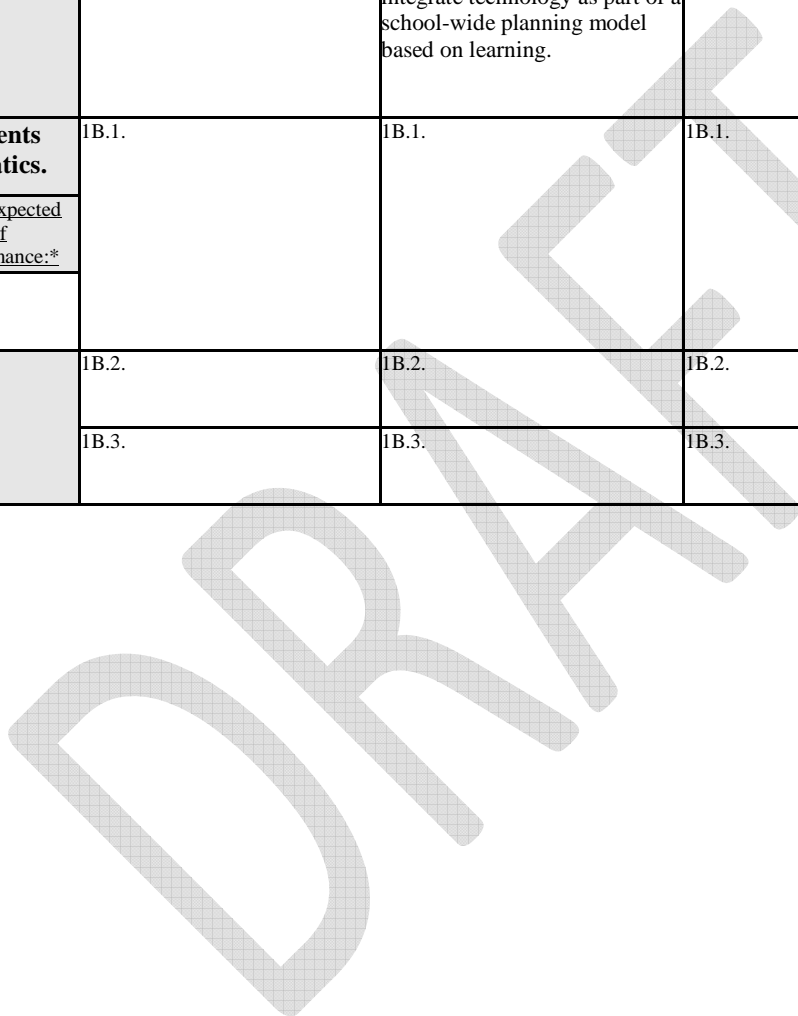
Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|---|--|---|--|--|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1A.1. Inconsistent and/or limited use of Research-Based Instructional Practices (Differentiated Cognitive Strategies) with a particular emphasis on essential mathematical practices | 1A.1. Provide teachers in-depth professional development on differentiated instruction and the essential mathematical practices (Problem solving, abstract reasoning, arguments and critiques, models, and precision). These practices will be applied to each of the reporting categories: Operations & Algebraic Thinking, Number & Operations in Base Ten, Measurement and Data, and Geometry. | 1A.1. Math Resource Teacher CRT Classroom Teachers Administration | 1A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 1A.1. Harcourt, Go Math assessments Benchmark Assessments Achieves Data Teacher Data Chats |
| Mathematics Goal #1A: Fifty-three percent (100% students tested) scored at a level 3 or above on the 2012 Math FCAT. (including both FCAT 2.0 & FAA results) Source: SPAR Report & Target AMO Spreadsheet | 2012 Current Level of Performance:* 3 rd Grade: 57% (105) Proficient 4 th Grade: 48% (91) Proficient 5 th Grade: 54% (104) Proficient | 2013 Expected Level of Performance:* At least 58% of students will be performing at or above grade level on the 2013 Math FCAT. | 1A.2. Inconsistent and/or limited use of guaranteed, prioritized, mapped curriculum rich in real-world mathematical problem solving | 1A.2. Ensure and support the implementation of Curriculum Blueprints (Instructional Curriculum Plans) and Benchmark Task Cards to guide deliberate practice of teachers. Provide professional development on high-yield instructional strategies and how to implement these strategies as part of a school-wide planning model based on learning. | 1A.2. Math Resource Teacher CRT Classroom Teachers Administration | 1A.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 1A.2. Harcourt, Go Math assessments Benchmark Assessments Achieves Data Teacher Data Chats |
| | TRE’s goal is to increase the percentage of students performing at or above grade level to a minimum of 58%. (including both FCAT 2.0 & FAA results) Source: SPAR Report & Target AMO Spreadsheet | | 1A.3. Scaffolding of lessons/units with technology | 1A.3. FCAT Explorer and V-Math Live will be implemented during weekly computer lab. | 1A.3. Math Resource Teacher CRT Classroom teachers | 1A.3. Classroom walkthroughs Monthly analysis of student | 1A.3. Harcourt, Go Math assessments |

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| | | | | | | |
|---|--|---|--|---------------------------------|--|--|
| | | | Provide professional development on how to integrate technology as part of a school-wide planning model based on learning. | Computer Teacher Administration | data Increase in student mastery of skills. | Benchmark Assessments Achieves Data Teacher Data Chats |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| <u>Mathematics Goal</u> #1B: **Providing data will violate student confidentiality | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. |



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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---|--|---|--|--|
| <p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p> <p><u>Mathematics Goal #2A:</u></p> <p>Twenty percent (100% students tested) scored level 4 or higher on the 2012 Math FCAT. (including ONLY FCAT 2.0 results)</p> <p>Source: LCS FCAT 2012 Accountability Report, Testing & Evaluation</p> <p>TRE's goal is to increase the percentage of students scoring level 4 or 5 by 10% in each grade.</p> | | | <p>2A.1. Implementation of a significant enrichment component to advance higher achieving students with a particular emphasis on essential mathematical practices</p> | <p>2A.1. Teachers will use high interest interactive lessons, using a variety of strategies (extended thinking skills, summarizing, problem solving, mental math, and socially interactive learning) to advance students.</p> <p>Provide readily available enrichment activities to advance students via Think Central and V-Math.</p> | <p>2A.1. Classroom Teachers Math Coach CRT Administration</p> | <p>2A.1. Classroom walkthroughs</p> <p>Monthly analysis of student data.</p> <p>Increase in student mastery of skills.</p> | <p>2A.1. Harcourt, Go Math assessments</p> <p>Benchmark Assessments</p> <p>Achieves Data</p> <p>Teacher Data Chats</p> |
| | <p>2012 Current Level of Performance:*</p> <p><u>3rd Grade:</u> 23% (24) Proficient</p> <p><u>4th Grade:</u> 15% (14) Proficient</p> <p><u>5th Grade:</u> 23% (24) Proficient</p> | <p>2013 Expected Level of Performance:*</p> <p><u>3rd Grade:</u> 33% Proficient</p> <p><u>4th Grade:</u> 25% Proficient</p> <p><u>5th Grade:</u> 33% Proficient</p> | <p>2A.2. Allocation of time dedicated to enrichment activities for higher achieving students.</p> | <p>2A.2. Help teachers balance their time to allow for more enrichment and extension activities. (modification of school schedule and organization if/when necessary)</p> | <p>2A.2. Classroom Teachers Math Coach CRT Administration</p> | <p>2A.2. Classroom walkthroughs</p> <p>Monthly analysis of student data.</p> <p>Increase in student mastery of skills.</p> | <p>2A.2. Harcourt, Go Math assessments</p> <p>Benchmark Assessments</p> <p>Achieves Data</p> <p>Teacher Data Chats</p> |
| | | | <p>2A.3. Inconsistent and/or contained use of differentiated assignments and socially interactive learning strategies</p> | <p>2A.3. Teachers will use collaborative and cooperative learning strategies to extend students' mathematical problem solving skills.</p> | <p>2A.3. Classroom Teachers Math Coach CRT Administration</p> | <p>2A.3. Classroom walkthroughs</p> <p>Monthly analysis of student data.</p> <p>Increase in student mastery of skills.</p> | <p>2A.3. Harcourt, Go Math assessments</p> <p>Benchmark Assessments</p> <p>Achieves Data</p> <p>Teacher Data Chats</p> |
| <p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p> | | | <p>2B.1.</p> | <p>2B.1.</p> | <p>2B.1.</p> | <p>2B.1.</p> | <p>2B.1.</p> |

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| Mathematics Goal #2B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|--|-------|-------|-------|-------|-------|
| **Providing data will violate student confidentiality | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|---|---|---|
| 3A. FCAT 2.0: Percentage of students making learning gains in mathematics. | | | 3A.1. Meeting the individual needs of all students (Differentiated Cognitive Strategies). | 3A.1. Provide students math instruction as a result of data driven decision making/common planning. Teachers will teach the most common numerical operation and problem solving strategies and consistently focus on higher order questions toward those strategies. | 3A.1. Classroom Teachers Math Coach CRT Administration | 3A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 3A.1. Harcourt, Go Math assessments Benchmark Assessments Achieves Data Teacher Data Chats |
| <u>Mathematics Goal</u> #3A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Sixty-four percent (100% students tested) made learning gains on the 2012 Math FCAT (including ONLY FCAT 2.0 results). Source: LCS FCAT 2012 Accountability Report, Testing & Evaluation | Sixty-four percent (192) of students made learning gains on the 2012 Math FCAT. | At least 67% of students will make learning gains on the 2013 Math FCAT. | | | | | |
| TRE's goal is to increase the percentage of students making learning gains by a minimum of 3%. | | | 3A.2. Inconsistent and/or limited exposure to FCAT 2.0 Type Materials. | 3A.2. Teachers will use FCAT 2.0 test maker and Florida Ready text to generate both formative and summative assessments to further expose students to FCAT type material. Continued implementation of FCAT Explorer and Achieves during class and weekly computer lab. Provide readily available enrichment and remediation activities to advance students via Think Central and V-Math | 3A.2. Classroom Teachers Math Coach CRT Administration | 3A.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 3A.2. Harcourt, Go Math assessments Benchmark Assessments Achieves Data Teacher Data Chats |
| | | | 3A.3. Non-systematic implementation of Remediation and Enrichment Programs with a specific emphasis on essential mathematical practices for real-world numerical problem-solving | 3A.3. Provide school-based after school tutoring (Fall & Spring 6 week sessions) Provide school-based before school enrichment. | 3A.3. Classroom Teachers Math Coach CRT Administration | 3A.3. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. | 3A.3. Harcourt, Go Math assessments Benchmark Assessments Achieves Data Teacher Data Chats |

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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. |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| #3B: | | | | | | | |
| **Providing data will violate student confidentiality | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|---|--|---|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4A.1. Meeting the individual needs of students (Differentiated Cognitive Strategies) | 4A.1. Students will be provided math instruction through focused skill groups with a specific emphasis on essential mathematical practices for real-world numerical problem-solving. Students will create goals and track their progress through the use of student data notebooks. Teachers will work through the MTSS process in order to meet individual needs | 4A.1. Classroom Teachers Math Coach Administrators | 4A.1. Teacher talks Common planning Student Data Notebooks RtI/MTSS Fidelity Reports | 4A.1. Teacher conferences and student observation RtI/MTSS Graphs Achieves Data |
| <u>Mathematics Goal #4A:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Sixty-three percent (100% students tested) in the lowest 25% made learning gains on the 2012 Math FCAT (including both FCAT 2.0 & FAA results) Source: SPAR Report & Target AMO Spreadsheet | Sixty-three percent (50) of students in the lowest 25% made learning gains on the 2012 FCAT. | At least 67% of students in the lowest 25% will make learning gains on the 2013 FCAT. | | | | | |
| TRE's goal is to increase the percentage of students in the lowest 25% making learning gains on the 2013 FCAT by a minimum of 4% (including both FCAT 2.0 & FAA results) | | | 4A.2. Poor attendance of students in after-school tutoring | 4A.2. Triangle tutoring as well as other programs will offer after-school tutoring to students in the lowest 25% on various days to make it convenient for students to attend. SES Tutoring | 4A.2. Classroom Teachers Administration SES Tutoring Triangle Tutoring | 4A.2. Teacher observation of the change in students' attitude toward school as well as improvements in performance. Triangle tutoring pre/post test along with mini-assessments to evaluate student progression. | 4A.2. Teacher conferences and student observation Triangle tutor assessments SES Assessments |
| | | | 4A.3. Lack of Targeted Parental Support | 4A.3. Educate parents on importance of mathematical practice at home by providing and encouraging attendance of: Parent/Teacher conferences; Content Information Nights and Monthly Open Media Nights. | 4A.3. Classroom Teachers Administration CRT Math Coach Parent Liaison Social Worker | 4A.3. Participants will complete a questionnaire to determine the effectiveness of the programs. | 4A.3. Questionnaire |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. |

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|--|--|--|---|---|--|--|---|-----------|
| Mathematics Goal #4B: **Providing data will violate student confidentiality | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | |
| | | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. | |
| | | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.3. | |
| Based on ambitious but achievable Annual Measurable Objectives (AMOs), 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 | | 53% | 63% | 66% | 70% | 74% | 78% |
| Mathematics Goal #5A: TRE's goal is to reduce the achievement gap among all subgroups 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 | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | | | 5B.1. Non-systematic approach to meeting the needs of individual students in targeted subgroups | 5B.1. Provide professional development on resources to assist students with math instruction, emphasizing real life experiences and hands on activities. Skills groups will be able to meet the needs of students. Specific emphasis will be placed on essential mathematical practices (Problem solving, abstract reasoning, arguments and critiques, models, and precision). | 5B.1. Classroom Teachers Math Resource Teacher Computer Teacher CRT Administration | 5B.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills Student Data Notebooks | 5B.1. Achieves Data Classroom Assessments Benchmark Assessments | |
| Mathematics Goal #5B: TRE's Black/African American subgroup met their Target AMO for 2012 Math FCAT. (48% Proficient) Sixty-four percent of White students scored at level 3 or above on the 2012 FCAT (including | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | |
| | White: Sixty-four percent of White students scored a level 3 or above on the 2012 Math FCAT. | White: At least 68% of White students will score a level 3 or above on the 2013 Math FCAT. | | | | | | |
| | Hispanic: Thirty-four | Hispanic: A minimum of | | | | | | |

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|--|---|---|---|---|--|--|--|
| <p>both FCAT 2.0 & FAA results).</p> <p>Thirty-four percent of Hispanic students scored a level 3 or above on the 2012 FCAT (including both FCAT 2.0 & FAA results).</p> | <p>percent of Hispanic students scored a level 3 or above on the 2012 Math FCAT.</p> | <p>45% of Hispanic students will score a level 3 or above on the 2013 Math FCAT.</p> | | <p>FCAT Explorer and Achieves will be implemented during class time and weekly computer lab.</p> | | | |
| <p>Source: SPAR Report & Target AMO Spreadsheet</p> <p>TRE's goal is to increase the percentage of students performing at or above grade level to a minimum of 45% for Hispanics and 68% for White students. (including both FCAT 2.0 & FAA results)</p> | | <p>5B.2. Inconsistent and/or limited reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations</p> | <p>5B.2. Teachers will increase teacher expectations for achievement and accountability to match increasing state and national standards (FCAT 2.0 and the transition to Common Core Standards).</p> <p>PBS is being implemented school-wide.</p> | <p>5B.2. Classroom Teachers Math Resource Teacher CRT Administration</p> | <p>5B.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills Student Data Notebooks</p> | <p>5B.2. Achieves Data Classroom Assessments Benchmark Assessments</p> | |
| | | <p>5B.3. Lack of Targeted Parental Support</p> | <p>5B.3. Educate parents on importance of mathematical practice at home by providing and encouraging attendance of: Parent/Teacher conferences; Content Information Nights and Monthly Open Media Nights.</p> | <p>5B.3. Classroom Teachers Math Resource Teacher CRT Administration</p> | <p>5B.3. Participants will complete a questionnaire to determine the effectiveness of the programs</p> | <p>5B.3. Questionnaire</p> | |
| <p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p> | | | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> |
| <p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> | | | <p>5C.1. Non-systematic approach to meeting the needs of individual students in targeted subgroups</p> | <p>5C.1. Skills groups will be able to meet the needs of all of our lower achieving students.</p> | <p>5C.1. Math Resource Teacher CRT Classroom Teachers Administration Computer Teacher</p> | <p>5C.1. Classroom walkthroughs Monthly analysis of student data. Student Data Notebooks</p> | <p>5C.1. Achieves Data Classroom Assessments Benchmark Assessments</p> |
| <p><u>Mathematics Goal</u> #5C: Thirty-one percent of ELL students scored a level 3 or above on the 2012 Math FCAT</p> | <p><u>2012 Current Level of Performance:*</u> Thirty-one percent of ELL students scored a level 3 or above on</p> | <p><u>2013 Expected Level of Performance:*</u> At least 38% of ELL students will score a level 3 or higher on</p> | | <p>FCAT Explorer and Achieves will be implemented during class time and weekly computer lab.</p> | | | |

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|--|--|--|--|--|---|---|---|
| (including both FCAT 2.0 & FAA results). | the 2012 Math FCAT. | the 2013 Math FCAT. | | | | | |
| Source: SPAR Report & Target AMO Spreadsheet | | | 5C.2. Inconsistent reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations | 5C.2. Increase teacher expectations for achievement and accountability to match increasing state and national standards (FCAT 2.0 and the transition to Common Core Standards). PBS is being implemented school-wide. | 5C.2. Math Resource Teacher CRT Classroom Teachers Administration Bilingual Parent Liaison | 5C.2. Classroom walkthroughs Monthly analysis of student data. Student Data Notebooks | 5C.2. Achieves Data Classroom Assessments Benchmark Assessments |
| TRE's goal is to increase the percentage of ELL students performing at or above grade level to a minimum of 38% (including both FCAT 2.0 & FAA results) | | | 5C.3. Lack of Targeted Parental Support | 5C.3. Educate parents on importance of mathematical practice at home by providing and encouraging attendance of: Parent/Teacher conferences; Content Information Nights and Monthly Open Media Nights. Specific accommodations will be made for parents with limited English. | 5C.3. Math Resource Teacher CRT Classroom Teachers Administration Bilingual Parent Liaison | 5C.3. Classroom walkthroughs Monthly analysis of student data Student Data Notebooks | 5C.3. Achieves Data Classroom Assessments Benchmark Assessments |
| 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. Non-systematic approach to meeting the needs of individual students in targeted subgroups | 5D.1. Skills groups will be able to meet the needs of all of our students. FCAT Explorer and Achieves will be implemented during class time and weekly computer lab. Individual, resource, or support facilitation help. | 5D.1. Math Resource Teacher CRT Classroom Teachers Administration ESE Teachers ESE Specialist | 5D.1. Classroom walkthroughs Monthly analysis of student data. Student Data Notebooks Monitor IEP goals | 5D.1. Achieves Data Classroom Assessments Benchmark Assessments IEP Goals Met |
| Mathematics Goal #5D: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Thirty-eight percent (100% tested) of SWD scored a level 3 or above on the 2012 FCAT (including both FCAT 2.0 & FAA results). | Thirty-eight percent of SWD scored a level 3 or above on the 2012 Math FCAT. | At least 57% of SWD will score a level 3 or above on the 2013 Math FCAT. | | | | | |
| Source: SPAR Report & Target AMO Spreadsheet | | | 5D.2. Inconsistent reinforcement and promotion of positive behavior and academic support to | 5D.2. Increase teacher expectations for achievement and accountability to match | 5D.2. Math Resource Teacher CRT Classroom Teachers | 5D.2. Classroom walkthroughs Monthly analysis of student | 5D.2. Achieves Data Classroom Assessments Benchmark Assessments |

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|---|--|--|--|--|--|--|
| <p>TRE's goal is to increase the percentage of SWD performing at or above grade level to a minimum of 57% (including both FCAT 2.0 & FAA results)</p> | | <p>coincide with high teacher/student expectations</p> | <p>increasing state and national standards (FCAT 2.0 and the transition to Common Core Standards) with consideration for student accommodations and cognitive impairments.</p> <p>PBS is being implemented school-wide.</p> | <p>Administration ESE Teachers ESE Specialist</p> | <p>data. Student Data Notebooks Monitor IEP goals</p> | <p>IEP Goals Met</p> |
| | | <p>5D.3. Lack of Targeted Parental Support</p> | <p>5D.3. Educate parents on importance of mathematical practice at home by providing and encouraging attendance at: Parent/Teacher conferences and Content Information Nights. Specific resources will be provided to assist families of students with disabilities.</p> | <p>5D.3. Math Resource Teacher CRT Classroom Teachers Administration Parent Liaison ESE Teacher ESE Specialist</p> | <p>5D.3. Classroom walkthroughs Monthly analysis of student data. Student Data Notebooks Monitor IEP goals</p> | <p>5D.3. Achieves Data Classroom Assessments Benchmark Assessments IEP Goals Met</p> |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|-------------------------------------|--------------------------------------|---------------------|----------|---|---|-----------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| <u>Mathematics Goal</u> #5E: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| TRE's Economically Disadvantaged subgroup met their Target AMO for 2012 FCAT Math (including both FCAT 2.0 & FAA results) (50% Proficient) | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| Source: SPAR Report & Target AMO Spreadsheet | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

| Middle School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1A.1. | 1A.1. | 1A.1. | 1A.1. | 1A.1. |
| Mathematics Goal #1A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1A.2. | 1A.2. | 1A.2. | 1A.2. | 1A.2. |
| | | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Mathematics Goal #1B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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

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

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

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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%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2010-2011 | | | | | | | |
| | | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |
| | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| | | | | | | | | |

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---------------------|----------|---|---|-----------------|
| 3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | | | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. |
| Mathematics Goal #3: Enter narrative for the goal in this box. | 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. | 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. |
| Mathematics Goal #4: Enter narrative for the goal in this box. | 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. | 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | 4.3. | 4.3. | 4.3. | 4.3. | 4.3. |

End of Florida Alternate Assessment High School Mathematics Goals

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

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

| Algebra 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Algebra 1. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Algebra Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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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%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2010-2011 | | | | | | | |
| | | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |
| | | | | | | | | |

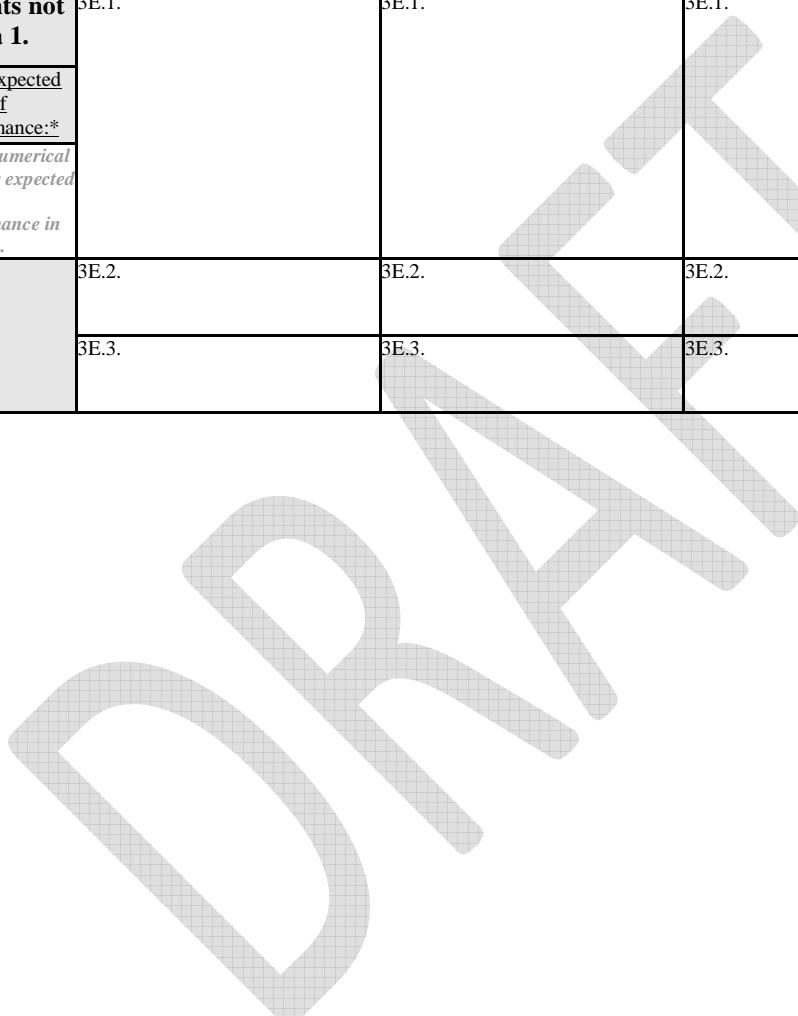
2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

End of Algebra 1 EOC Goals



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

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

| Geometry EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Geometry. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Geometry Goal #1: Enter narrative for the goal in this box. | 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. | 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Geometry Goal #2: Enter narrative for the goal in this box. | 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. | 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small> | | | | | | |
|---|----------------------|---|---|--|--|--|
| PD Content/Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Data collection and analysis | K-5 | Math Resource Teacher/CRT | School-Wide | Ongoing | Teacher talks and common planning | Math Resource Teacher CRT Administration |
| Math Interventions and Enrichment Resources | K-5 | Math Resource Teacher/CRT | School-Wide | Ongoing | Teacher talks and common planning | Math Resource Teacher CRT Administration |
| FCAT 2.0 Focus Skills & Introductory Transition to Common Core Standards | 3-5 | Math Resource Teacher/CRT | 3-5 | Ongoing | Classroom walk-throughs and Benchmark and FAIR assessments | Math Resource Teacher CRT Administration |
| Thinking Maps | K-5 | District Teaching & Learning Department | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | Administration |

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| | | | | | | |
|---------------|-----|--|-------------|-----------|---|--|
| Thinking Math | K-5 | District Professional Development Department | School-wide | Quarterly | Classroom Walkthroughs Common Planning | Math Resource Teacher CRT Administration |
|---------------|-----|--|-------------|-----------|---|--|

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Mathematics Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|---|----------------|-----------------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| After School Tutoring | Tutors & Materials | SAI | \$9,261 |
| | | | |
| | | | Subtotal: \$9,261.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| V-Math | Web-based math remediation/on grade-level/enrichment resource | Title I | \$2,975.00 |
| Essential Skills | Web-based math remediation/on grade-level/enrichment resource | Title I | \$2,066.00 |
| | | | Subtotal:\$5,041.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Math Resource Teacher | | Title I | \$42,000.00 |
| RtI/MTSS Resource teacher | | Title I | \$24,700.00 |
| | | | Subtotal:\$66,700 |
| | | | Total:\$81,002.00 |

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|---|--|--|--|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | | | 1A.1. Inconsistent and/or limited use of Research-Based Instructional Practices (Differentiated Cognitive Strategies) with particular emphasis on the practice of science using the 5 E Instructional Model | 1A.1. Ensure and support the implementation of differentiated instruction throughout the four disciplines of science (practice of science, earth/space science, physical science, and life science) according to the 5 E Model for scientific thinking. Work with teachers to ensure adequate time and resources are used for science instruction (model lessons, classroom observations, laboratory demonstrations, etc.) Implementation of school-wide Science Wednesdays | 1A.1. Classroom Teachers CRT Administration | 1A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks | 1A.1. Achieves Data Classroom Assessments Benchmark Assessments |
| Science Goal #1A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Forty-six percent (100% students tested) of student scored at a level 3 or above on the 2012 Science FCAT. (including both FCAT 2.0 & FAA results) Source: SPAR Report & Target AMO Spreadsheet | Forty-six percent (48) of students scored at a level 3 or above on the 2012 Science FCAT. | At least 49% of students will score at a level 3 or above on the 2013 Science FCAT. | | | | | |
| TRE's goal is to increase the percentage of students performing at or above grade level to a minimum of 49%. (including both FCAT 2.0 & FAA results) Source: SPAR Report & Target AMO Spreadsheet | | | 1A.2. Inconsistent and/or limited use of guaranteed, prioritized, mapped curriculum with an emphasis on the practice of science and scientific thinking | 1A.2. Ensure and support the implementation of Curriculum Blueprints (Instructional Curriculum Plans) and Benchmark Task Cards to guide deliberate practice of teachers. Provide professional development on high-yield instructional strategies and how to implement these strategies as part of a school-wide planning model based on learning. | 1A.2. Classroom Teachers CRT Administration | 1A.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks | 1A.2. Achieves Data Classroom Assessments Benchmark Assessments |

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| | | | | | | |
|---|--|---|--|--|--|---|
| | | | Pearson Science, AIMS, and CPALMS will be used as resources. | | | |
| | | 1A.3. Lack of cross content science instruction | 1A.3. Provide professional development on high-yield instructional practices as part of a school-wide planning model based on learning. Science coach to work with grade level teams to integrate science instruction across the content areas via monthly PLCs and implementation of Science Wednesday. | 1A.3. Classroom Teachers CRT Administration | 1A.3. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills. Student Data Notebooks | 1A.3. Achieves Data Classroom Assessments Benchmark Assessments |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Science Goal #1B: **Providing data will violate student confidentiality | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 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 |
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | | 2A.1. Implementation of a significant enrichment component to advance higher achieving students with a particular emphasis on the practice of science and scientific thinking. | 2A.1. Inform teachers of supplemental activities to enhance and/or further classroom instruction: FCAT Explorer Science Fair, a collaboration of | 2A.1. Classroom Teachers CRT Administration | 2A.1. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills | 2A.1. Achieves Data Classroom Assessments Benchmark Assessments Placement in STEM Bowl Competition. |
| Science Goal #2A: Sixteen percent (100% students tested) scored level 4 or higher on the 2012 Science FCAT. | <u>2012 Current Level of Performance:*</u> Sixteen percent (17) of students | <u>2013 Expected Level of Performance:*</u> At least 26% of students will score 4 or | | | | |

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| | | | | | | | |
|---|--|---------------------------------|--|--|--|---|--|
| (including ONLY FCAT 2.0 results) Source: LCS FCAT 2012 Accountability Report, Testing & Evaluation TRE's goal is to increase the percentage of students scoring level 4 or above by 10%. | scored at a level 4 or above on the 2012 Science FCAT. | above on the 2013 Science FCAT. | | home and school. Science, Technology, Engineering, & Mathematics STEM Bowl Club Hands-on science activities St. Johns River Water Management District Great Water Odyssey Program Trout Lake Educational Outreach Programs | | Student Data Notebooks Participation in Science Fair & District STEM Bowl | |
| | | | 2A.2. Allocation of time dedicated to enrichment activities for higher achieving students | 2A.2. Help teachers balance their time to allow for more enrichment and extension activities. (modification of school schedule and organization if/when necessary) Have teachers collaborate and engage in discussions regarding strategies and techniques on integrating science into the reading and math block during PLC meetings and common planning to enrich to the curriculum. | 2A.2. Classroom Teachers CRT Administration | 2A.2. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills Student Data Notebooks | 2A.2. Achieves Data Classroom Assessments Benchmark Assessments |
| | | | 2A.3. Inconsistent use of differentiated assignments and socially interactive learning strategies | 2A.3. Teachers will use collaborative and cooperative learning strategies to extend students' scientific thinking skills. FCAT Explorer and Achieves will be implemented in the classroom and during weekly computer lab. | 2A.3. Classroom Teachers CRT Administration | 2A.3. Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills Student Data Notebooks | 2A.3. Achieves Data Classroom Assessments Benchmark Assessments |

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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. |
| <u>Science Goal #2B:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| **Providing data will violate student confidentiality | | | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

| Biology 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Biology 1. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Biology 1 EOC Goals

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Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|---|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Cross Content Area Teaching of Science – Science Wednesdays | K-5 | CRT | School-Wide | Monthly | Classroom walk through Teacher observation and evaluation | CRT Administration |
| Thinking Maps | K-5 | District Teaching & Learning Department | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | Administration |

Science Budget (Insert rows as needed)

| | | | |
|---|---|----------------|---------------------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Materials | Lab Materials & Equipment (consumable & non-consumable) | | \$520.00 |
| | | | |
| | | | Subtotal: \$520.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |

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| |
|-----------------------|
| Subtotal:\$0 |
| Total:\$520.00 |

End of Science Goals

Writing Goals

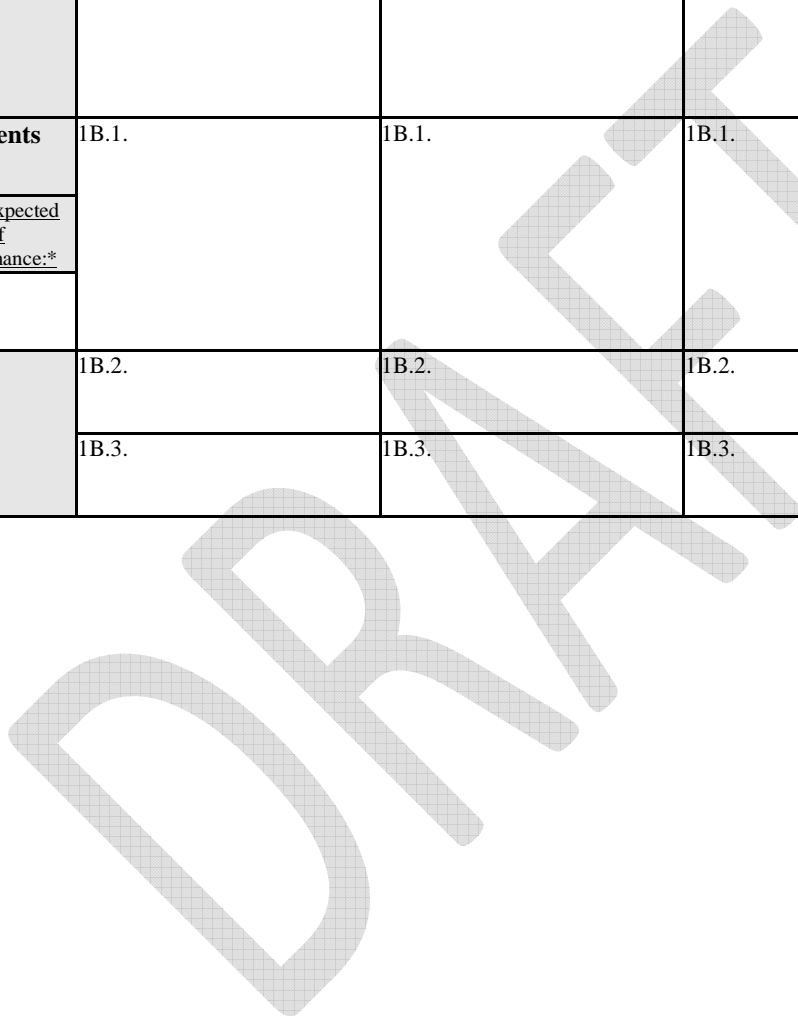
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

| 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 |
| <p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p> <p>Writing Goal #1A: Eighty-three percent of students (100% students tested) scored at a level 3 or above on the 2012 FCAT Writes. (including both FCAT 2.0 & FAA results)</p> <p>Source: SPAR Report & Target AMO Spreadsheet</p> | | | <p>1A.1. Students first experience with intensive daily writing</p> | <p>1A.1. Implementation of writing lessons and activities which engage, inform, and motivate the students, using primarily the Kathryn Robinson Writing Program to dictate curriculum.</p> <p>Classroom/ESE/ELL teacher involvement to facilitate differentiated instruction.</p> <p>Employ weekly homework objectives.</p> | <p>1A.1. Writing Coach Classroom Teachers CRT Administration</p> | <p>1A.1. Teacher/ Writing Coach feedback and conferencing</p> <p>Classroom walkthroughs</p> <p>Monthly analysis of student data.</p> <p>Increase in student mastery of skills</p> | <p>1A.1. Writing Rubric</p> <p>Student Writing Portfolios</p> <p>Benchmark Assessments</p> |
| <p>TRE's goal is to increase the percentage of students performing at or above a 3 to 88% (including both FCAT 2.0 & FAA results)</p> <p>Source: SPAR Report & Target AMO Spreadsheet</p> | | | <p>1A.2. Variations in learning styles</p> | <p>1A.2. Vary teaching modalities to include all types of learners.</p> | <p>1A.2. Writing Coach Classroom Teachers CRT Administration</p> | <p>1A.2. Teacher/ Writing Coach feedback and conferencing</p> <p>Classroom walkthroughs</p> <p>Monthly analysis of student data.</p> <p>Increase in student mastery of skills</p> | <p>1A.2. Writing Rubric</p> <p>Student Writing Portfolios</p> <p>Benchmark Assessments</p> |
| <p>Inconsistent and/or limited writing across the content areas</p> | | | <p>1A.3. Inconsistent and/or limited writing across the content areas</p> | <p>1A.3. Teachers will incorporate writing across the curriculum and implement DBQ instructional strategies as part</p> | <p>1A.3. Writing Coach Classroom Teachers CRT Administration</p> | <p>1A.3. Teacher/Writing Coach feedback and conferencing</p> | <p>1A.3. Writing Rubric</p> <p>Student Writing Portfolios</p> |

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| | | | | | | |
|--|-------------------------------------|--------------------------------------|----------------------------------|-------|--|---|
| | | | of a school-wide writing system. | | Classroom walkthroughs Monthly analysis of student data. Increase in student mastery of skills | Benchmark Assessments DBQ quarterly assessment |
| 1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Writing Goal #1B: **Providing data will violate student confidentiality | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. |



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Writing Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|---|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (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 |
| Writing Across the Content Areas | K-5 | Writing Coach | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | Writing Coach Administration |
| Thinking Maps | K-5 | District Teaching & Learning Department | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | Administration |

Writing Budget (Insert rows as needed)

| | | | |
|---|--------------------------|----------------|-----------------------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Writing Consultant | Writing Consultant | Title I | |
| | | | |
| | | | Subtotal: \$3,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Writing Coach | | Title I | |

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| | |
|--|---------------------------|
| | Subtotal:\$49, 400 |
| | Total:\$52,400.00 |

End of Writing Goals

DRAFT

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

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

| Civics EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Civics. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Civics Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Civics Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

| U.S. History EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in U.S. History. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

| Attendance Goal(s) | | | Problem-solving Process to Increase Attendance | | | | |
|--|---|--|---|---|--|---|---|
| Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Attendance | | | 1.1. Student and parent apathy | 1.1. Increase the number of parent contacts through a collaborative effort including the PBS Team, Family/School Liaison, Social Worker directly addressing concerns about excessive absences and tardies | 1.1. Administration Social Worker Classroom Teachers Family/School Liaison Guidance | 1.1. Weekly scheduled data reports pulled from AS/400 and Lake County Student Services | 1.1. Internal fidelity check and self-monitoring FSL portal |
| Attendance Goal #1: | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| TRE's attendance goal is to increase the attendance rate by 1% and decrease excessive absences and tardies by 25% or more. | 95.02% (642) | 96% (682) | 1.2. Parent Involvement and Home Environment | 1.2. Proactive analysis of student data that addresses absences and tardies to be used in a collaborative effort to contact parents as described above Student recognition for perfect attendance during quarterly award ceremonies | 1.2. Classroom Teachers Administration PBS Team | 1.2. Week-to-week assessment of student data that indicates the number of students with excessive absences and/or tardies, looking for a downward trend in the average number of absences and tardies on a per student basis | 1.2. Internal fidelity check and self-monitoring |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | 193 | 150 | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| 130 | 97 | | | | | | |

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| | | | | | | |
|--|--|------|------|------|------|------|
| | | 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. | | | | | | |
| 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 |
| PBS | PK - 5 | PBS Team | All grade level PLC's | Early release; ongoing | Parent contact; PBS data | PBS Team; Social Worker |
| | | | | | | |
| | | | | | | |

Attendance Budget (Insert rows as needed)

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

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| Other | | | |
|----------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal:\$0 |
| | | | Total:\$0 |

End of Attendance Goals

DRAFT

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Suspension Goal(s)

| Suspension Goal(s) | | | Problem-solving Process to Decrease Suspension | | | | | | | | | |
|---|--|---|---|--|---|---|--------------------------|---------------------------------------|---|---|--|---|
| Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | |
| 1. Suspension | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | | | | |
| Suspension Goal #1: TRE’s suspension goal is to reduce the number of out of school suspensions by 10%. | <u>2012 Total Number of In-School Suspensions</u> 11 | <u>2013 Expected Number of In-School Suspensions</u> 8 | Ineffective and/or inconsistent application of school-wide student procedures (classroom, hallway, playground, and cafeteria) | Continued implementation of the school wide Positive Behavior Support (PBS) System for the classroom, hallway, playground, and cafeteria. Teachers will work collegially to develop common classroom procedures among grade levels and effectively implement those same procedures. | PBS Team Administration Guidance ESE Staff | Individual monthly data will be collected to monitor the number of office referrals and out of school suspensions directly related to student behavior in the classroom. Administration will discuss referrals with teacher and coach on appropriate classroom management strategies. | PBS Self-Evaluation Tool | | | | | |
| | <u>2012 Total Number of Students Suspended In-School</u> 8 | <u>2013 Expected Number of Students Suspended In-School</u> 6 | | | | | | | | | | |
| | <u>2012 Total Number of Out-of-School Suspensions</u> 23 | <u>2013 Expected Number of Out-of-School Suspensions</u> 17 | | | | | | | | | | |
| | <u>2012 Total Number of Students Suspended Out-of-School</u> 19 | <u>2013 Expected Number of Students Suspended Out-of-School</u> 14 | | | | | | | | | | |
| | | | | | | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | | | | | | Students lacking proper social skills | Include, with fidelity, weekly student lessons on pro-social skills and character development | Administration Classroom Teachers Guidance ESE Staff | Monthly data will be collected to monitor the number of office referrals and out of school suspensions directly related to | AS400 reports on student behavior directly related to improper social conduct |

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| | | | | | | |
|--|--|---|--|--------------------------------------|---|---|
| | | | | | student behavior in the classroom | |
| | | 1.3. Students lacking appropriate role models | 1.3. Assign school personnel to students in the bottom quartile providing mentoring, academic, and social skills support | 1.3. Administration Mentors Guidance | 1.3. Collect monthly behavioral and academic data on students who have been assigned mentors. | 1.3. Benchmark assessments, AS400 reports |

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

Suspension Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| PBS | PK-5 | PBS Team | All grade level PLC's | Ongoing | Reduction of referrals | PBS Team and Administration |
| Poverty | PK-5 | Title I | All grade level PLC's | Early Release | Reduction of referrals | Administration |
| | | | | | | |

Suspension Budget (Insert rows as needed)

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

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| Strategy | Description of Resources | Funding Source | Amount |
|--------------|--------------------------|----------------|----------------------|
| | | | |
| | | | Subtotal: \$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: \$0 |
| | | | Total: \$0 |

End of Suspension Goals

DRAFT

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | | | Problem-solving Process to Parent Involvement | | | | |
|---|--|---|---|----------|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Parent Involvement | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Parent Involvement Goal #1: **Parent Involvement Plan Upload Option | 2012 Current Level of Parent Involvement:* | 2013 Expected Level of Parent Involvement:* | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

Parent Involvement Budget

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|----------------|---------------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Media Nights (8) | | | \$875.00 |
| Materials/Supplies | | | \$4,626.00 |
| | | | Subtotal:\$5501.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| FSL In-County Travel | | | \$400.00 |
| | | | Subtotal:\$400.00 |
| | | | Total:\$5,901.00 |

End of Parent Involvement Goal(s)

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

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

| STEM Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|--|---|--|--------------------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| STEM Goal #1: To maintain STEM School Status (Triangle Elementary earned STEM School status for the 2011-2012 School Year) | 1.1. Non-compliance with STEM School Criteria | 1.1. Fulfill requirements for STEM School status Maintain STEM Bowl Team Provide professional development on high-yield instructional strategies related to science. Pearson Science, AIMS, and CPALMS will be used as resources. Continuation of Science Wednesdays | 1.1. Classroom Teachers CRT Math Resource Teacher Administration | 1.1. Monitor Fidelity to District Mandated Criteria | 1.1. 2012-2013 STEM School Status |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

STEM Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|--|---------------------|---|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| STEM Across the Content Areas | K-5 | CRT | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | CRT Administration |
| Thinking Maps | K-5 | District Teaching & Learning Department | School-Wide | Quarterly | Classroom Walkthroughs Common Planning | Administration |

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

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

STEM Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|---------------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| STEM Support (Materials & Supplies) | | | |
| | | | |
| | | | Subtotal: \$300.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal:\$0 |
| | | | Total:\$300 |

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

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

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

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

Subtotal:

Technology

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

Subtotal:

Professional Development

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

Subtotal:

Other

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

Subtotal:

Total:

End of CTE Goal(s)

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

Additional Goal(s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|--|---|--|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Additional Goal | | | 1.1. Students lacking proper social skills | 1.1. Create a positive social environment to include weekly student lessons on pro-social skills and character development (LEAPS) | 1.1. Administration Classroom Teachers Guidance ESE Staff | 1.1. Monthly data will be collected to monitor the number of office referrals directly related to bullying behaviors | 1.1. AS400 reports on student behavior directly related to improper social conduct possibly leading to bullying |
| Additional Goal #1: TRE will continue to strive to be a “bully-free” school. | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |
| | There was only 1 reported bullying incident for the 2011-2012 school year | There will be zero reported bullying incidents for the 2012-2013 school year | | | | | |
| | | | 1.2. Ineffective and/or inconsistent application of school-wide student procedures (classroom, hallway, playground, and cafeteria) | 1.2. Create a safe and orderly school environment by continued implementation of the school wide Positive Behavior Support (PBS) System for the classroom, hallway, playground, and cafeteria. Teachers will work collegially to develop common classroom procedures among grade levels and effectively implement those same procedures. | 1.2. PBS Team Administration Guidance ESE Staff | 1.2. Individual monthly data will be collected to monitor the number of office referrals and out of school suspensions directly related to student behavior in the classroom. Administration will discuss referrals with teacher and coach on appropriate classroom management strategies to avoid bullying | 1.2. PBS Self-Evaluation Tool |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Additional Goals Professional Development

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Revised April 29, 2011

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| 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 |
| PBS | PK-5 | PBS Team | All grade level PLC's | Ongoing | Reduction of referrals | PBS Team and Administration |
| | | | | | | |
| | | | | | | |

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

| | |
|--|--------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total:\$62,003.00 |
| CELLA Budget | Total:\$0 |
| Mathematics Budget | Total:\$81,002.00 |
| Science Budget | Total:\$520.00 |
| Writing Budget | Total:\$52,400.00 |
| Civics Budget | Total: N/A |
| U.S. History Budget | Total: N/A |
| Attendance Budget | Total: \$0 |
| Suspension Budget | Total:\$0 |
| Dropout Prevention Budget | Total: N/A |
| Parent Involvement Budget | Total: \$5,901.00 |
| STEM Budget | Total:\$300.00 |
| CTE Budget | Total: N/A |
| Additional Goals | Total:\$0 |
| Grand Total:\$202,126.00 | |

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

The School Advisory Council assists in the development of the School Improvement Plan, and the leadership team implements the School Improvement Plan. School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan. It also assists the school in creating and analyzing school climate surveys.

Meeting dates for Triangle's SAC are as follows: 2012-September 25th, October 30th, November 27th; 2013- January 22nd, March 5th, May 14th

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

| Describe the projected use of SAC funds. | Amount |
|--|------------|
| School Store/Manatee Marketplace | \$3,200.00 |
| | |
| | |

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