

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: Felix A. Williams Elementary	District Name: Martin
Principal: L. Howard Marder	Superintendent: Nancy Kline
SAC Chair: Lisa Careccia	Date of School Board Approval: November 20, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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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	L. Howard Marder	<p>Degrees: EdS in Educational Leadership MS in Reading BSE</p> <p>Certifications: School Principal Elementary Education Reading ESOL Educational Leadership Gifted Education</p>	7	22	<p>2009 – Grade A Mastery: Reading – 91% Math – 87% Writing – 93% Science – 62% Did not meet AYP – 97% of criteria met</p> <p>2010 – Grade A Mastery: Reading – 88% Math – 83% Writing – 87% Science – 62% Did not meet AYP – 90% of criteria met</p> <p>2011 – Grade A Mastery: Reading – 88% Math – 90% Writing – 88% Science – 66% Did not meet AYP – 92% of criteria met</p> <p>2012 – Grade A Mastery: Reading – 79% Math – 79% Writing – 89% Science – 79%</p>
Assistant Principal	Dr. Dianne Memmer-Novak	<p>Degrees: Ph.D. in Global Leadership MS in Education BS in Education</p> <p>Certifications: School Principal Education Administration, All Levels Primary Education, K-3 Elementary Education, K-6 ESOL, K-12 English, 6-12</p>	2	5	<p>2012 – Grade B Mastery: Reading – 74% Math – 67% Writing – 84% Science – 64%</p>

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		Reading Endorsement			
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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)
Reading Coach	Lauren Gifford	BSE MEd Elementary Education ESOL Reading Endorsement Family & Consumer Services	3	3	<p>2010 – Grade A Mastery: Reading – 88% Math – 83% Writing – 87% Science – 62% Did not meet AYP – 90% of criteria met</p> <p>2011 – Grade A Mastery: Reading – 88% Math – 90% Writing – 88% Science – 66% Did not meet AYP – 92% of criteria met</p> <p>2012 – Grade B Mastery: Reading – 74% Math – 67% Writing – 84% Science – 64%</p>
MTSS Coach	Adele Catapano	BSE Elementary Education ESOL endorsement	3	3	<p>2010 – Grade A Mastery: Reading – 88% Math – 83% Writing – 87% Science – 62% Did not meet AYP – 90% of criteria met</p> <p>2011 – Grade A Mastery: Reading – 88% Math – 90% Writing – 88% Science – 66%</p> <p>2012 – Grade B</p>

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					Mastery: Reading – 74% Math – 67% Writing – 84% Science – 64%

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. Evaluate needs of school & review resumes	Principal	Ongoing
2. Conduct interviews, as needed	Principal Assistant Principal	Ongoing
3. Assign mentors for all new teachers to the school	Principal	Ongoing
4.		

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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

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
40	10	35	37.5	17.5	37.5		5	15	65

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
Christine Vignone	Theresa Young	New to district	Grade Level Orientation Curriculum Materials Procedures and Policies Data Analysis
Diane MacCloud	Jennifer Chevalier	New to district	Grade Level Orientation Curriculum Materials Procedures and Policies

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			Data Analysis
Tammy Meder Blanc Addison	Pam Kuykendall Lisa Careccia	New to district New to district	Grade Level Orientation Curriculum Materials Procedures and Policies Data Analysis

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. L. Howard Marder - Principal Dr. Dianne Memmer-Novak - Assistant Principal Vicki Weber - Guidance Counselor Ruby Amsden - Mainstream Consultant Adele Catapano - RtI Coach Lauren Gifford - Reading Coach Rengin Pecci - School Psychologist Carolyn Livings- Speech Various teachers
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? Meetings are held weekly. Teachers come to the meetings to discuss the academic and behavioral problems of their students. The RtI Coach serves as the chair and does classroom observations, along with the Mainstream Consultant and Guidance Counselor. Plans for interventions are developed for teachers to implement in the classroom. Progress monitoring is done on a weekly basis.
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? RtI team members also serve as members of the School Advisory Council.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Performance Matters is used as the data warehouse which includes Benchmark Testing. F.A.I.R. (Florida Assessment in Reading) Reading Running Records (Fountas and Pinnell) Progress Monitoring and Reporting Network (PMRN)
Describe the plan to train staff on MTSS. RtI training is done by the RtI Coach or district staff. Several inservices were held during the 2009-11 and 2011-12 school years. Additional MTSS Professional Development will occur during FY13 preschool days to ensure that there is a complete understanding of the MTSS process.
Describe the plan to support MTSS. Administration will attend MTSS meetings and monitor implementation of interventions. The MTSS core team will meet bi monthly to discuss students' responses to interventions and discuss strategies and resources needed for student success.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). L. Howard Marder, Principal Dr. Dianne Memmer-Novak, Assistant Principal Lauren Gifford, Reading Coach Amy Baehr-Teacher Valerie Baldwin-Media Adele Catapano-MTSS Channing Gerber-Teacher Debbie Hammock-Teacher Kathy Kernan-Teacher Carolyn Livings-Speech Mark Lunt-Teacher Leigh Anne Proctor-Teacher Pamela Root-Teacher Susan Thomas-Teacher Theresa Young-Teacher Patricia Zogran-Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The members help plan the Early Release professional development. They monitor the progress of the school's reading goals of the SIP and make recommendations to improve student achievement.
What will be the major initiatives of the LLT this year? The major initiative of LLT is to provide strategies to increase student achievement based on data, classroom observations, and PLC meetings.

Public School Choice

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

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****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.

NA

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

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

NA

****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?

NA

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?

NA

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](#).

NA

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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. Lack of materials/PD in differentiated instruction for students in grades K-5 that focuses on Fountas and Pinnell Observed Reading Behaviors	1A.1. Small group Guided Reading instruction PD in Grades K-5 Heinemann Guided Reading PD for grades 3-5 Create a reading resource room and provide leveled readers for the reading resource room to support a balanced literacy program	1A.1. Administration Classroom Teachers Reading Coach	1A.1. Lesson Plans Anecdotal Notes Running Records	1A.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase percentage of students achieving proficiency (FCAT Level 3) in Reading by 3%.	28% (89) of students met high standards in Reading	31% of students met high standards in Reading					
			1A.2. Lack of materials and resources that provide opportunities for higher order thinking	1A.2. Utilize Thinking Maps, T Charts, QAR, and cooperative learning Provide PD and materials for Thinking Maps, T Charts, QAR, and cooperative learning	1A.2. Administration Classroom Teachers Reading Coach	1A.2. Lesson Plans Anecdotal Notes Running Records	1A.2. Classroom Assessments Running Records Benchmarks 2013 FCAT
			1A.3. Lack of knowledge of FCAT Test Item Specifications in Reading	1A.3. Familiarize teachers with the FCAT Test Item Specifications in Reading	1A.3. Administration District personnel	1A.3. Lesson Plans Observations	1A.3. Classroom Performance Benchmarks 2013 FCAT
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of materials/PD in differentiated instruction for students in grades K-5 that focuses on Fountas and Pinnell Observed Reading Behaviors	2A.1. Small group Guided Reading instruction PD in Grades K-5 Heinemann PD for grades 3-5 Create a reading resource room and provide leveled readers for the reading resource room	2A.1. Administration Classroom Teachers Reading Coach	2A.1. Lesson Plans Anecdotal Notes Running Records	2A.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
Reading Goal #2A: Increase percentage of students achieving proficiency (FCAT Levels 4 & 5) in Reading by 3%.	2012 Current Level of Performance:* 46% (149) of students met high standards in Reading	2013 Expected Level of Performance:* 49% of students met high standards in Reading	2A.2. Lack of materials and resources that provide opportunities for higher order thinking	2A.2. Utilize Thinking Maps, T Charts, QAR, and cooperative learning Provide PD and materials for Thinking Maps, T Charts, QAR, and cooperative learning	2A.2. Administration Classroom Teachers Reading Coach	2A.2. Lesson Plans Anecdotal Notes Running Records	2A.2. Classroom Assessments Running Records Benchmarks 2013 FCAT
			1A.3. Lack of knowledge of FCAT Test Item Specifications in Reading	1A.3. Familiarize teachers with the FCAT Test Item Specifications in Reading	1A.3. Administration District personnel	1A.3. Lesson Plans Observations	1A.3. Classroom Performance Benchmarks 2013 FCAT
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: 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.	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. Lack of materials/PD in differentiated instruction for students in grades K-5 that focuses on Fountas and Pinnell Observed Reading Behaviors	3A.1. Small group Guided Reading instruction PD in Grades K-5 Heinemann PD for grades 3-5 Create a reading resource room and provide leveled readers for the reading resource room	3A.1. Administration Classroom Teachers Reading Coach	3A.1. Lesson Plans Anecdotal Notes Running Records	3A.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
Reading Goal #3A: Increase the percentage of students demonstrating learning gains in Reading by 3%.	2012 Current Level of Performance:* 66% of students made learning gains in Reading	2013 Expected Level of Performance:* 69% of students made learning gains in Reading	3A.2. Lack of materials and resources that provide opportunities for higher order thinking	3A.2. Utilize Thinking Maps, T Charts, QAR, and cooperative learning Provide PD and materials for Thinking Maps, T Charts, QAR, and cooperative learning	3A.2. Administration Classroom Teachers Reading Coach	3A.2. Lesson Plans Anecdotal Notes Running Records Data Team Mtgs. Data Analysis	3A.2. Classroom Assessments Running Records Benchmarks 2013 FCAT
			3A.3. Lack of engaging instructional technology	3A.3. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	3A.3. Administration Media Specialist Computer assistant Classroom teachers	3A.3. Monitor individual student progress through prescriptive applications	3A.3. Class Performance 2013 FCAT Benchmarks
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: 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.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of materials/PD in differentiated instruction for students in grades K-5 that focuses on Fountas and Pinnell Observed Reading Behaviors	4A.1. Small group Guided Reading instruction Heinemann PD for grades 3-5 Create a reading resource room and provide leveled readers for the reading resource room	4A.1. Administration Classroom Teachers Reading Coach	4A.1. Lesson Plans Anecdotal Notes Running Records	4A.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
Reading Goal #4A: Increase percentage of students in the lower 25% making learning gains in Reading by 3%.	2012 Current Level of Performance:* <i>54% of students in the lowest 25% made learning gains in reading</i>	2013 Expected Level of Performance:* <i>57% of students in the lowest 25% made learning gains in reading</i>	4A.2. Lack of materials and resources that provide opportunities for higher order thinking	4A.2. Utilize Thinking Maps, T Charts, QAR, and cooperative learning Provide PD and materials for Thinking Maps, T Charts, QAR, and cooperative learning	4A.2. Administration Classroom Teachers Reading Coach	4A.2. Lesson Plans Anecdotal Notes Running Records Data Team Mtgs. Data Analysis	4A.2. Classroom Assessments Running Records Benchmarks 2013 FCAT
			4A.3. Lack of engaging instructional technology	4A.3. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	4A.3. Administration Media Specialist Computer assistant Classroom teachers	4A.3. Monitor individual student progress through prescriptive applications	4A.3. Class Performance 2013 FCAT Benchmarks
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: <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%. Reading Goal #5A: <i>The number of students scoring non-proficient will decrease by 50% in six years.</i>	Baseline data 2010-2011 88%																					
			78%	80%	82%	84%	87%															
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool															
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>Enter narrative for the goal in this box.</i>			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.															
<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </tbody> </table>			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>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:						
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>																					
White:	White:																					
Black:	Black:																					
Hispanic:	Hispanic:																					
Asian:	Asian:																					
American Indian:	American Indian:																					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.															
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.															

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. English Language Learners, still developing their levels of proficiency in conversational and academic English	5C.1. Provide explicit, modeled and scaffolded instruction in academic conversations around text through whole group and small group oral language conversations	5C.1. Administration Classroom Teacher ESE Paraprofessional	5C.1. Data Analysis Lesson Plans Running Records	5C.1. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
Reading Goal #5C: Increase the percentage of students in the ELL subgroup scoring level 3 or above by 3% in FCAT Reading.	2012 Current Level of Performance:* 17% (6) of ELL students were proficient in reading.	2013 Expected Level of Performance:* 20% of ELL students were proficient in reading.	5C.2. Parent support at home may be limited due to language barriers	5C.2. Imagine Learning provided daily for students	5C.2. Administration Classroom Teacher ESE Paraprofessional	5C.2. Data Analysis Lesson Plans Running Records	5C.2. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
			5C.3. Parent support at home may be limited due to language barriers	5C.3. Bilingual paraprofessional utilized to support Spanish speakers in developing academic language	5C.3. Administration Classroom Teacher ESE Paraprofessional	5C.3. Data Analysis Lesson Plans Running Records	5C.3. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
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. Lack of materials/PD in differentiated instruction for students in grades K-5 that focuses on Fountas and Pinnell Observed Reading Behaviors	5D.1. Small group Guided Reading instruction PD in Grades K-5 Heinemann PD for grades 3-5 Create a reading resource room and provide leveled readers for the reading resource room	5D.1. Administration Classroom Teachers Reading Coach	5D.1. Lesson Plans Anecdotal Notes Running Records	5D.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
Reading Goal #5D: Increase the percentage of students in the SWD subgroup scoring level 3 or above by 3% in FCAT Reading.	2012 Current Level of Performance:* 47% (14) of SWD students were proficient in reading.	2013 Expected Level of Performance:* 50% of SWD students were proficient in reading.	5D.2. Lack of materials and resources that provide opportunities for higher order thinking	5D.2. Utilize Thinking Maps, T Charts, QAR, and cooperative learning Provide PD and materials for Thinking Maps, T Charts, QAR, and cooperative learning	5D.2. Administration Classroom Teachers Reading Coach	5D.2. Lesson Plans Anecdotal Notes Running Records Data Team Mtgs. Data Analysis	5D.2. Classroom Assessments Running Records Benchmarks 2013 FCAT
			5D.3. Lack of PD for best strategies to use with SWD and understanding	5D.3. Provide PD for teachers through the Florida Inclusion Network	5D.3. Administration Classroom Teachers	5D.3. Lesson Plans Anecdotal Notes	5D.3. Classroom Assessments Running Records

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

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		accommodations and needs		Mainstream Consultant	Running Records	Benchmarks 2013 FCAT
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of materials/PD in differentiated instruction for students in grades K-5 that focuses on Fountas and Pinnell Observed Reading Behaviors	5E.1. Small group Guided Reading instruction PD in Grades K-5 Heinemann PD for grades 3-5 Create a reading resource room and provide leveled readers for the reading resource room	5E.1. Administration Classroom Teachers Reading Coach	5E.1. Lesson Plans Anecdotal Notes Running Records	5E.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
Reading Goal #5E: Increase the percentage of students in the ED subgroup scoring level 3 or above by 3% in FCAT Reading.	2012 Current Level of Performance:* <i>60% (31) of ED students were proficient in reading.</i>	2013 Expected Level of Performance:* <i>63% of ED students were proficient in reading.</i>	5E.2. Lack of materials and resources that provide opportunities for higher order thinking	5E.2. Utilize Thinking Maps, T Charts, QAR, and cooperative learning Provide PD and materials for Thinking Maps, T Charts, QAR, and cooperative learning	5E.2. Administration Classroom Teachers Reading Coach	5E.2. Lesson Plans Anecdotal Notes Running Records Data Team Mtgs. Data Analysis	5E.2. Classroom Assessments Running Records Benchmarks 2013 FCAT
			5E.2. Lack of engaging instructional technology	5E.2. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	5E.2. Administration Media Specialist Computer assistant Classroom teachers	5E.2. Monitor individual student progress through prescriptive applications	5E.2. Class Performance 2013 FCAT Benchmarks

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
Intro to Guided Reading	K-2/Reading	Reading Coach AP	All K-2 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans	Administration Reading Coach
Guided Reading	3-5/Reading	Heinemann	All 3-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans	Administration Reading Coach
High Yield Reading Strategies	K-5/Reading	Reading Coach/AP	All K-5 Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans	Administration Reading Coach

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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
Guided Reading 3-5 PD	In-House PD Profession Development Book/Resource	Grant Funded Initiative	0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web-Based Reading Program	Web Based Program to support and enhance instruction	SAC	\$2500.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Purchase of Leveled Readers	Leveled Readers for struggling students using Fountas and Pinnell text gradient	SAC	\$2500.00
			Subtotal:
			Total:

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. English Language Learners, still developing their levels of proficiency in conversational and academic English	1.1. Provide explicit, modeled and scaffolded instruction in academic conversations around text through whole group conversations and small group oral language lessons	1.1. Administration Classroom Teacher ESE Paraprofessional	1.1. Data Analysis Lesson Plans Oral Language Assessment	1.1. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Increase percentage of ELL students scoring proficient on CELLA Listening and Speaking by 3%.	50% (5) of the students in grades 3-5 were proficient in Listening and Speaking on CELLA					
		1.2. Parent support at home may be limited due to language barriers	1.2. Imagine Learning provided daily for students	1.2. Administration Classroom Teacher ESE Paraprofessional	1.2. Data Analysis Lesson Plans Oral Language Assessment	1.2. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
		1.3. Parent support at home may be limited due to language barriers	1.3. Bilingual paraprofessional utilized to support Spanish speakers in developing academic language	1.3. Administration Classroom Teacher ESE Paraprofessional	1.3. Data Analysis Lesson Plans Running Records	1.3. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. English Language Learners are still developing their understanding of the language and how English print works	2.1. Provide explicit, modeled and scaffolded instruction in academic conversations around text through whole group reading instruction and small group guided reading lessons	2.1. Administration Classroom Teacher	2.1. Data Analysis Lesson Plans	2.1. Classroom Assessments Running Records Benchmarks 2013 FCAT
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
Increase percentage of ELL students scoring proficient on CELLA Reading by 3%.	50% (5) of the students in grades 3-5 were proficient in Reading on CELLA					
		2.2. Parent support at home may be limited due to language barriers	2.2. Imagine Learning provided daily for students	2.2. Administration Classroom Teacher ESE Paraprofessional	2.2. Data Analysis Lesson Plans	2.2. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA

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		2.3. Parent support at home may be limited due to language barriers	2.3. Bilingual paraprofessional utilized to support Spanish speakers in developing academic language	2.3. Administration Classroom Teacher ESE Paraprofessional	2.3. Data Analysis Lesson Plans Running Records	2.3. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
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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.		3.1. English Language Learners are still developing their understanding of the language and how English print works	3.1. Provide explicit, modeled and scaffolded instruction in academic conversations around text through whole and small group writing instruction and literature study	3.1. Administration Classroom Teacher	3.1. Data Analysis Lesson Plans Writing Samples	3.1. Classroom Assessments Benchmarks 2013 FCAT CELLA
CELLA Goal #3: Increase percentage of ELL students scoring proficient on CELLA Math by 3%.	2012 Current Percent of Students Proficient in Writing : <i>50% (5) of the students in grades 3-5 were proficient in Writing on CELLA</i>	3.2. Parent support at home may be limited due to language barriers	3.2. Imagine Learning provided daily for students	3.2. Administration Classroom Teacher ESE Paraprofessional	3.2. Data Analysis Lesson Plans	3.2. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
		3.3. Parent support at home may be limited due to language barriers	3.3. Bilingual paraprofessional utilized to support Spanish speakers in developing academic language	3.3. Administration Classroom Teacher ESE Paraprofessional	3.3. Data Analysis Lesson Plans Running Records	3.3. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web-Based Reading Program	Web Based Program to support and enhance instruction	SAC (see Reading Budget)	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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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. Lack of familiarization with the New Math Series in grades K-1	1A.1. Provide in-service training for new math series in grades K-1 with Steve Layson	1A.1. Administration Classroom teachers District personnel Publisher	1A.1. Lesson Plans Observations	1A.1. 2013 FCAT Benchmarks
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Need for instruction in Geometry and Number Sense	Inservice teachers on new practices Host a Geometry Day Provide PD on number sense with Steve Layson Utilize the Computer Based Testing Lab	Administration District personnel Consultant	Lesson plans Observations	2013 FCAT Benchmarks
Increase percentage of students achieving proficiency (FCAT Level 3) in Math by 3%.	23% (74) of students met high standards in Math	26% of students will meet high standards in math					
			1A.2. Lack of engaging instructional technology	1A.2. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	1A.2. Administration Media Specialist Computer assistant Classroom teachers	1A.2. Monitor individual student progress through prescriptive applications	1A.2. Class Performance 2013 FCAT Benchmarks
			1A.3. Lack of knowledge of FCAT Test Item Specifications in Math	1A.3. Familiarize teachers with the FCAT Test Item Specifications in Math	1A.3. Administration District personnel	1A.3. Lesson Plans Observations	1A.3. Classroom Performance Benchmarks 2013 FCAT
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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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.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* 67% of students met high standards in Math	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			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. Utilization of real world (Consumer Math)	2A.1. Implement a schoolwide math night in partnership with business	2A.1. Administration Classroom teachers	2A.1. Attendance log	2A.1. 2013 FCAT Benchmarks
Mathematics Goal #2A: Increase percentage of students achieving proficiency (FCAT Levels 4 & 5) in Math by 3%.	2012 Current Level of Performance:* 44% (141) of students met high standards in Math	2013 Expected Level of Performance:* 47% of students will meet high standards in Math	Lack of exposure to higher order thinking in Math	Math Fair	Administration Classroom teachers	Lesson Plans Observations	2013 FCAT Benchmarks
			2A.2. Need for instruction in Geometry and Number Sense	2A.2. In-service teachers on new practices	2A.2. Administration District personnel Consultant	2A.2. Lesson plans Observations	2A.2. 2013 FCAT Benchmarks
			2A.3. Lack of knowledge of FCAT Test Item Specifications in math	2A.3. Familiarize teachers with FCAT Test Item Specifications in math	2A.3. Administration District personnel	2A.3. Lesson plans Observations	2A.3. Classroom performance Benchmarks 2013 FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: 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.					
			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. Lack of engaging instructional technology	3A.1. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	3A.1. Administration Computer Lab Assistant Classroom Teachers Media Specialist	3A.1. Monitor individual student progress of prescriptive applications	3A.1. Class Performance 2013 FCAT Benchmarks
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students demonstrating learning gains in Math by 3%.	58% of students made learning gains in Math	61% of students will make learning gains in Math					
			3A.2. Utilizing personnel to maximize instructional proficiency	3A.2. Restructuring personnel to address areas of deficiencies	3A.2. Administration Classroom Teachers	3A.2. Master Instructional Calendar Performance Matters Observations	3A.2. 2012 FCAT Benchmarks Class Performance
			3A.3. Lack of knowledge of FCAT Test Item Specifications in math	3A.3. Familiarize teachers with FCAT Test Item Specifications in math	3A.3. Administration District personnel	3A.3. Lesson plans Observations	3A.3. Classroom performance Benchmarks 2013 FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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. Lack of engaging instructional technology	4A.1. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	4A.1. Administration Computer Lab Assistant Classroom Teachers Media Specialist	4A.1. Monitor individual student progress of prescriptive applications	4A.1. Class Performance 2013 FCAT Benchmarks
<u>Mathematics Goal #4A:</u> Increase the percentage of students in the lower 25% making learning gains in Math by 3%.	<u>2012 Current Level of Performance:*</u> 49% of students in the lowest 25% made learning gains in Math	<u>2013 Expected Level of Performance:*</u> 52% of students in the lowest 25% will make learning gains in Math	4A.2. Support of individual students	4A.2. Developing a mentoring program with FAWE personnel	4A.2. Administration Classroom teachers & staff	4A.2. Mentoring log Class performance Observations	4A.2. 2013 FCAT Benchmarks
			Need for PD for analysis and adjustment of the District's math curriculum map	Analysis and adjustment of the District's math curriculum map			
			4A.3. Lack of Teacher and Student Materials	4A.3. Use formative assessments, manipulatives, peer teaching, Singapore Math, and Number Talks	4A.3. Administration Classroom Teacher District Personnel	4A.3. Lesson Plans Classroom Performance Observations	4A.3. 2013 FCAT Benchmarks
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>The number of students scoring non-proficient will decrease by 50% in six years.</i>	Baseline data 2010-2011 90%								
			78%	80%	82%	84%	87%		
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.2.	
			5B.3.	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. English Language Learners, still developing their levels of proficiency in conversational and academic English	5C.1. Provide explicit, modeled and scaffolded instruction in academic conversations through whole group and small group math instruction utilizing manipulatives	5C.1. Administration Classroom Teacher ESE Paraprofessional	5C.1. Data Analysis Lesson Plans	5C.1. Classroom Assessments Running Records Benchmarks 2013 FCAT CELLA
Mathematics Goal #5C: Increase percentage of students proficient in the ELL subgroup in FCAT Math by 3%.	2012 Current Level of Performance:* <i>17% (6) of ELL students were proficient in math.</i>	2013 Expected Level of Performance:* <i>20% of ELL students will be proficient in math.</i>	5C.2. Parent support at home may be limited due to language barriers	5C.2. Imagine Learning provided daily for students	5C.2. Administration Classroom Teacher ESE Paraprofessional	5C.2. Data Analysis Lesson Plans	5C.2. Classroom Assessments Benchmarks 2013 FCAT CELLA
	5C.3. Parent support at home may be limited due to language barriers	5C.3. Bilingual paraprofessional utilized to support Spanish speakers in developing academic language	5C.3. Administration Classroom Teacher ESE Paraprofessional	5C.3. Administration Classroom Teacher ESE Paraprofessional	5C.3. Data Analysis Lesson Plans	5C.3. Classroom Assessments Benchmarks 2013 FCAT CELLA	
	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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of engaging instructional technology	5D.1. Use iTouch hardware and applications for student use in centers and at home and in the computer lab utilizing online web based prescriptive program	5D.1. Administration Computer Lab Assistant Classroom Teachers Media Specialist	5D.1. Monitor individual student progress of prescriptive applications	5D.1. Class Performance 2013 FCAT Benchmarks
Mathematics Goal #5D: Increase percentage of students proficient in the SWD subgroup in FCAT Math by 3%.	2012 Current Level of Performance:* <i>47% (14) of SWD students were proficient in math.</i>	2013 Expected Level of Performance:* <i>50% of SWD students will be proficient in math.</i>	5D.2. Lack of Teacher and Student Materials	5D.2. Use formative assessments, manipulatives, peer teaching, Singapore Math, and Number Talks	5D.2. Administration Classroom Teacher District Personnel	5D.2. Lesson Plans Classroom Performance Observations	5D.2. 2013 FCAT Benchmarks
	5D.3. Lack of Teacher and Student Materials	5D.3. Math Triumphs	5D.3. Administration Classroom Teacher District Personnel	5D.3. Administration Classroom Teacher District Personnel	5D.3. Lesson Plans Classroom Performance Observations	5D.3. 2013 FCAT Benchmarks	
	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

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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. Lack of engaging instructional technology	5E.1. Use iTouch hardware and applications for student use in centers and at home	5E.1. Administration Media Specialist Computer lab assistant Classroom teachers	5E.1. Monitor individual student progress of prescriptive applications	5E.1. Class performance 2012 FCAT Benchmarks	
Mathematics Goal #5E: Increase percentage of students proficient in the ED subgroup in FCAT Math by 3%.	2012 Current Level of Performance:* <i>60% (31) of ED students were proficient in math.</i>	2013 Expected Level of Performance:* <i>63% of ED students will be proficient in math.</i>						
				5E.2. Lack of Teacher and Student Materials	5E.2. Use formative assessments, manipulatives, peer teaching, Singapore Math, and Number Talks	5E.2. Administration Classroom Teacher District Personnel	5E.2. Lesson Plans Classroom Performance Observations	5E.2. 2013 FCAT Benchmarks
				5E.3. Lack of Teacher and Student Materials	5E.3. Math Triumphs	5E.3. Administration Classroom Teacher District Personnel	5E.3. Lesson Plans Classroom Performance Observations	5E.3. 2013 FCAT Benchmarks

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2B.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</u> #3A: <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</u> #3B: <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.
<u>Mathematics Goal #5C:</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>	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.
<u>Mathematics Goal #5D:</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>	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.1.	5E.1.	5E.1.	5E.1.	5E.1.
			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: 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* 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 the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	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>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	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>					
			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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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						
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						
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
Math Series PD	K-1/Math	Steve Layson District	All K-1 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans	Administration
Number Sense and Geometry Math Talks Singapore Math	3-5/Math	Steve Layson District	All 3-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans 2013 FCAT/Benchmarks	Administration
FCAT Test Item Specs	3-5/Math	Steve Layson District	All K-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans 2013 FCAT/Benchmarks	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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web-Based Reading Program	Web Based Program to support and enhance instruction	SAC (see Reading Budget)	0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Limitation of time for science instruction	1A.1. Flexible classroom scheduling to ensure an extended period of time once a week to incorporate hands on lab learning	1A.1. Administration Classroom Teachers	1A.1. Lesson Plans Performance Matters Data	1A.1. 2013 Benchmark Assessments FCAT Data
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers' comfort level with teaching the Nature of Science and the Scientific Method	Require every class/individual student to complete a class science project that follows the scientific method and have them on display during conference night.	Administration Classroom Teachers Science Lab Teacher	Lesson Plans Performance Matters Data Parent Participation in Conference Night	
Increase percentage of students of proficiency (FCAT Level 3) in Science by 3%.	39% (44) of students met high standards in Science	42% of students will meet high standards in Science					
			1A.2. Recognition of Native plants and how they impact the environment	1A.2. Build a school nature trail	1A.2. Administration Teachers Parents Students	1A.2. Lesson Plans Performance Matters Data	1A.2. 2013 Benchmark Assessments FCAT Data
			Lack of understanding of recycling and the importance of going green	Create a Green School Culture			
			1A.3. Unfamiliarity with science tested vocabulary	1A.3. Student made science vocabulary videos	1A.3. Classroom Teachers	1A.3. Lesson Plans Performance Matters Data	1A.3. 2013 Benchmark Assessments FCAT Data
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.		Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Teachers' comfort level with teaching the Nature of Science and the Scientific Method	2A.1. Require every class/individual student to complete a class science project that follows the scientific method and have them on display during conference night	2A.1. Administration Classroom Teachers Science Lab Teacher	2A.1. Lesson Plans Performance Matters Data Parent Participation in Conference Night	2A.1. 2013 Benchmark Assessments FCAT Data
Science Goal #2A: Increase percentage of students achieving proficiency (FCAT Levels 4 & 5) in Science by 3%.	2012 Current Level of Performance:* 25% (29) of students met high standards in Science.	2013 Expected Level of Performance:* 28% of students will meet high standards in Science.					
			2A.2. Recognition of Native plants and how they impact the environment	2A.2. Build a school nature trail	2A.2. Administration Teachers Parents Students	2A.2. Lesson Plans Performance Matters Data	2A.2. 2013 Benchmark Assessments FCAT Data
			2A.3. Unfamiliarity with science tested vocabulary	2A.3. Student made science vocabulary videos	2A.3. Classroom Teachers	2A.3. Lesson Plans Performance Matters Data	2A.3. 2013 Benchmark Assessments FCAT Data
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: 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.					
			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.

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End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in 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:* <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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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
Science PD on Nature of Science and Scientific Method	K-5/Science	Valerie Gaynor District	All K-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans 2013 FCAT/Benchmarks	Administration Science Lab Teacher

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
Science Fair Projects	Science boards	Internal	100.00
			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:

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End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of a common language and writing instruction	1A.1. Grade level meeting to research and discuss best practices in writing, develop a common language for writing, and implement Writers' Workshop	1A.1. Administration Classroom Teachers	1A.1. Meeting Minutes Lesson Plans Writing Products	1A.1. 2012 FCAT Writes
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students achieving proficiency at 4.0 or above on FCAT Writes by 3%.	<i>63% (66) of students met high standards in Science.</i>	<i>66% of students will meet high standards in Science.</i>					
			1A.2. Student lack of using proper conventions, spelling, and vocabulary development Lack of exposure to high quality text and writing	1A.2. Implement Word Walls in grades K-5 Ensure students engage in reading both fiction and nonfiction text and study the author's craft of both	1A.2. Administration Classroom Teachers	1A.2. Lesson Plans Writing Products	1A.2. 2012 FCAT Writes
			1A.3. Teachers need more information on the new FCAT 2.0 writing criteria Time to provide small group differentiated instruction and student conferencing	1A.3. Provide opportunities for teachers to have PD on and collaborate on scoring with student writing samples utilizing FCAT anchor papers Make it a part of the daily schedule to meet with one group daily based on student data/needs	1A.3. Administration Classroom Teachers	1A.3. Lesson Plans Writing Products	1A.3. 2012 FCAT Writes
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Scoring PD	3-4/Writing	District	All K-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans 2013 FCAT/Classroom Assessments	Administration
Word Wall PD	K-5 Writing	Reading Coach District AP	All K-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans 2013 FCAT/Classroom Assessments	Administration Reading Coach
Introduction to Writers' Workshop	K-5 Writing	District AP	All K-5 Classroom Teachers	Early Release Days Grade Level Meetings	Grade Level/Data Team Meetings Classroom Observations Lesson Plans 2013 FCAT/Classroom Assessments	Administration Reading Coach

Writing Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			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. Families/Parents of car riders are often late	1.1. Contact individual families when absences are equal or greater than 5	1.1. Administration	1.1. Terms Data	1.1. Terms Data			
Attendance Goal #1: Increase the percentage of daily attendance and on time arrival of students by 3%.	<u>2012 Current Attendance Rate:*</u> <i>92.9% of students attend school on a regular basis</i>	<u>2013 Expected Attendance Rate:*</u> <i>96% of students will attend school on a regular basis</i>	1.1. Families/Parents of car riders are often late	Send parents an informational letter and remind them of school times during meetings Gift cards for parents with positive attendance through a drawing once each nine weeks	Administration Administration Nurse Truancy Officer	1.1. Terms Data	1.1. Terms Data			
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <i>28% (177) students had excused and unexcused absences of 10+</i>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <i>No more than 25% of the students will have excused and unexcused absences of 10+</i>		Recognize students with perfect attendance each nine weeks				Data Specialist	Terms Data	Terms Data
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <i>33% (205) students had excused and unexcused tardies of 10+</i>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <i>No more than 30% of the students will have excused and unexcused tardies of 10+</i>								
			1.2.	1.2.	1.2.	1.2.	1.2.			

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		1.3.	1.3.	1.3.	1.3.	1.3.
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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent/Student Incentives	Incentives	PBIS	500.00
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>Decrease the number of in school and out of school suspensions.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Parent support and cooperation Interruption of the students’ instructional process	Parent conferences when issues occur Alternative to out of school suspension is an in school suspension	Administration Data Specialist	Classroom Observations Number of Referrals	RtI-B Data Base
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	3% (22)	1%					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
3% (22)	1%						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

* 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. Lack of parent/guardian time	1.1. Host the following: "Come Read with Me" "Boo Hoo Breakfast" Curriculum Nights Conferences Volunteer Orientation Mom's Workshops Watch D.O.G.S. BoosterThon Field Day SAC PTA "Donuts for Dads" Book Fairs Publix Math Night Talent Show Related Arts Programs Extended Day Programs "Page Turners Nights" Principal's Night at Barnes and Noble Father/Daughter dances Mother/Son dances Movie Nights Lunchroom helpers Chuck E. Cheese Night Kindergarten Circus Classroom Plays DARE Graduation Grandparents and Treasured Friends Breakfast	1.1. Administration Teachers PTA SAC Extended Day	1.1. Attendance logs	1.1. Climate survey
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Maintain or increase the percentage of parental involvement. <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	75%	78%					
			1.2 Volunteer opportunities	1.2. Implementation of the above as a part of criteria for the Golden School Award Recommended 5 hours of volunteering	1.2. Administration Teachers PTA SAC	1.2. Attendance logs	1.2. Climate survey

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		1.3.	1.3.	1.3.	1.3.	1.3.
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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

DRAFT

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Parent Involvement Budget

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

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

Describe the projected use of SAC funds.	Amount