

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: East Lake Elementary	District Name: Orange County
Principal: Mr. Rick Rizzo	Superintendent: Dr. Barbara Jenkins
SAC Chair: Debbie Poole	Date of School Board Approval: January 29, 2013

#### 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	Rick Rizzo	B.S. Physical Education M.A. Physical Education -Educational Leadership Certification K-12 -Athletic Coaching Endorsement K-12	Two	Ten	<p><b>2011-2012: Principal East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-83%, Math 78%, Writing-91%, Science 80%</li> <li>• % Making Learning Gains Reading- 72%, Math 79%</li> <li>• Lowest 25% Progress- Reading 73%, Math 67%</li> <li>• School Grade- A</li> </ul> <p><b>2010-2011: Principal East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-90%, Math 91%, Writing-94%, Science 75%</li> <li>• % Making Learning Gains Reading- 73%, Math 70%</li> <li>• Lowest 25% Progress- Reading 55%, Math 56%</li> <li>• School Grade- A AYP 97% met (Economically Disadvantaged Math- No)</li> </ul> <p><b>2009-2010: Assistant Principal Cypress Springs Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-89%, Math-90%, Writing-94%, Science-68%</li> <li>• % Making Learning Gains Reading- 73%, Math- 69%</li> <li>• Lowest 25% Progress- Read- 57%, Math 77%</li> <li>• School Grade- A AYP Met</li> </ul> <p><b>2008-2009: Assistant Principal Cypress Springs Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-90%, Math-88%, Writing-98%, Science-60%</li> <li>• % Making Learning Gains Reading- 72%, Math- 76%</li> <li>• Lowest 25% Progress- Reading- 63%, Math 78%</li> <li>• School Grade- A AYP Met</li> </ul> <p><b>2007-2008: Assistant Principal Cypress Springs Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-92%, Math-86%, Writing-93%, Science-52%</li> <li>• % Making Learning Gains Reading- 72%, Math- 63%</li> <li>• Lowest 25% Progress- Reading- 68%, Math 61%</li> <li>• School Grade- A AYP No 95% Criteria Met</li> </ul> <p><b>2006-2007: Assistant Principal Cypress Springs Elem School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-87%, Math-88%, Writing-</li> </ul>

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					<p>94%, Science-62%</p> <ul style="list-style-type: none"> <li>• % Making Learning Gains Reading- 72%, Math- 75%</li> <li>• Lowest 25% Progress- Reading- 58%, Math 77%</li> <li>• School Grade- A AYP Met</li> </ul> <p><b>2005-2006: Assistant Principal Cypress Springs Elem School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-86%, Math-85%, Writing- 86%</li> <li>• % Making Learning Gains Reading- 68%, Math- 76%</li> <li>• Lowest 25% Progress- Reading- 57%</li> <li>• School Grade- A AYP Met</li> </ul> <p><b>2004-2005: Assistant Principal Columbia Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-79%, Math-68%, Writing- 83%</li> <li>• % Making Learning Gains Reading- 70%, Math- 73%</li> <li>• Lowest 25% Progress- Reading- 54%</li> <li>• School Grade- A AYP No 90% Criteria Met</li> </ul> <p><b>2003-2004: Assistant Principal Columbia Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-68%, Math-58%, Writing- 88%</li> <li>• % Making Learning Gains Reading- 64%, Math- 66%</li> <li>• Lowest 25% Progress- Reading- 60%</li> <li>• School Grade- B AYP No 93% Criteria Met</li> </ul> <p><b>2002-2003: Assistant Principal Columbia Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-74%, Math-61%, Writing- 90%</li> <li>• % Making Learning Gains Reading- 78%, Math- 78%</li> <li>• Lowest 25% Progress- Read- 81%</li> </ul> <p>School Grade- A AYP No</p>
Assistant Principal	N/A	N/A	N/A	N/A	N/A

**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.

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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	Martha “Molly” Lagatta	<ul style="list-style-type: none"> <li>• Masters- Reading</li> <li>• Bachelor- Elementary Education</li> <li>• Certification- Elem. Ed. K-6</li> <li>• Endorsement- ESOL</li> </ul>	8	6	<p><b>2011-2012: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-83%, Math 78%, Writing-91%, Science 80%</li> <li>• % Making Learning Gains Reading- 72%, Math 79%</li> <li>• Lowest 25% Progress- Reading 73%, Math 67%</li> <li>• School Grade- A</li> </ul> <p><b>2010-2011: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-90%, Math 91%, Writing-94%, Science 75%</li> <li>• % Making Learning Gains Reading- 73%, Math 70%</li> <li>• Lowest 25% Progress- Reading 55%, Math 56%</li> <li>• School Grade- A AYP 97% met (Economically Disadvantaged Math- No)</li> </ul> <p><b>2009-2010: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-89%, Math 90%, Writing-94%, Science 68%</li> <li>• % Making Learning Gains Reading- 73%, Math 69%</li> <li>• Lowest 25% Progress- Reading 57%, Math 77%</li> <li>• School Grade- A AYP Met</li> </ul> <p><b>2008-2009: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-90%, Math 88%, Writing-98%, Science 60%</li> <li>• % Making Learning Gains Reading- 72%, Math 76%</li> <li>• Lowest 25% Progress- Reading 63%, Math 78%</li> <li>• School Grade- A AYP Met</li> </ul> <p><b>2007-2008: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-92%, Math 86%, Writing-93%, Science 52%</li> <li>• % Making Learning Gains Reading- 72%, Math 63%</li> <li>• Lowest 25% Progress- Reading 68%, Math 61%</li> <li>• School Grade- A AYP No 95% Criteria Met</li> </ul> <p><b>2006-2007: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-87%, Math 88%, Writing-94%, Science 62%</li> <li>• % Making Learning Gains Reading- 72%, Math 75%</li> <li>• Lowest 25% Progress- Reading 58%, Math 77%</li> </ul>

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					<ul style="list-style-type: none"> <li>• School Grade- A AYP Met</li> </ul> <p><b>2005-2006: East Lake Elementary School</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading-86%, Math 85%, Writing-86%</li> <li>• % Making Learning Gains Reading- 68%, Math 76%</li> <li>• Lowest 25% Progress- Reading 57%</li> <li>• School Grade- A AYP Met Provisional 95% Criteria Met</li> </ul>
Administrative Dean	Nancy Willibey	<p>B.S. Elementary Education</p> <p>M. Ed – Educational Leadership</p> <p>Certification in Elementary Ed. 1-6 and Educational Leadership K-12</p>	5 months	9 years	<p><b>2010-2011: Castle Creek Elementary</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading- 79%, Math 78%, Writing 77%, Science 64%,</li> <li>• % Making Learning Gains Reading-67%, Math 66%</li> <li>• Lowest 25% Progress: Reading 64%, Math 62%</li> <li>• School Grade- A</li> <li>• AYP: 74% met.</li> </ul> <p><b>2009-2010: Castle Creek Elementary</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading- 84%, Math 81%, Writing 83%, Science 69%,</li> <li>• % Making Learning Gains Reading-74%, Math 75%</li> <li>• Lowest 25% Progress: Reading 66%, Math 62%</li> <li>• School Grade- A</li> <li>• AYP: 85% met.</li> </ul> <p><b>2008-2009: Castle Creek Elementary</b></p> <ul style="list-style-type: none"> <li>• % Meeting High Standards Reading- 84%, Math 82%, Writing 83%, Science 71%,</li> <li>• % Making Learning Gains Reading-76%, Math 72%</li> <li>• Lowest 25% Progress: Reading 73%, Math 70%</li> <li>• School Grade- A</li> <li>• AYP: 95% met.</li> </ul>

**Effective and Highly Effective Teachers**

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

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 Rule 6A-1.099811  
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Description of Strategy	Person Responsible	Projected Completion Date
1. Maintain components of OCPS Great Beginnings Training	Molly Lagatta- CRT	On-Going
2. Teacher Mentoring Program	Principal Grade Level Support Team Administrative Dean CRT	On-Going
3. Data Meetings	Principal CRT Administrative Dean Staffing Specialist Guidance Counselor	Monthly- June 2012
4. Professional Development	Principal CRT Administrative Dean Teacher Leaders Grade Level Support Team	Ongoing
5. Support in implementing Superintendent's Non-Negotiables	Leadership Team	On-Going
6. E-Recruiting	Principal, Secretary	On-going
7. Continue academic excellence and community involvement to maintain and recruit highly qualified candidates	Principal, faculty and staff	On-Going

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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
<b>100%</b> of East Lake teachers scored in the effective category.	<ul style="list-style-type: none"> <li>• Provide professional development and seek highly qualified candidates per OCPS standards.</li> <li>• Continue focus on Marzano strategies</li> <li>• Implement IMS</li> </ul>

### *Staff Demographics*

Please complete the following demographic information about the instructional staff in the school.

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
45	0% (0)	17.7% (8)	46.6% (21)	35.5% (16)	26.9% (12)	0 % (0)	4.4% (2)	6.6% (3)	75.5% (34)

### *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
Molly Lagatta- CRT	Veronica Franco- Gifted Teacher	-Mentor has been successful in the past with student achievement -Expertise in curriculum and planning	-New teacher orientation -Weekly mentor/mentee meetings -Classroom walk-through and support
Dawn Lue Pann- Grade Two Teacher	Amanda Laufer- Grade Two Teacher	-Mentor has been successful in the past with student achievement -Mentor is member of grade level team	-New teacher orientation -Weekly mentor/mentee meetings



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Heather Blas- Grade Five Teacher	Jacqueline Carrero- Grade Five Teacher	-Mentor has been successful in the past with student achievement -Mentor is member of grade level team	-New teacher orientation -Weekly mentor/mentee meetings
Myriam Owens-Kindergarten Teacher	Lisa Bitner- VPK Teacher	-Mentor has been successful in the past with student achievement -Mentor teacher was VPK teacher and understands the curriculum and expectations of community	New teacher orientation -Weekly mentor/mentee meetings
Susan Surprise-Kumiski- Art Teacher	Rachel Joachim- Music Teacher	-Mentor works on Special Area Team -Mentor has been successful in the past with student achievement	New teacher orientation -Weekly mentor/mentee meetings

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### Additional Requirements

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

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

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. PLC Team Leaders: Develop grade level support team to monitor reading fluency on a bi-weekly basis; evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and intervention monitoring. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities and will also be part of the grade level support team that is handling ongoing progress monitoring of ESE students. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets once per month to engage in the following activities: Review blogs posted by teachers, reports from grade level support team, review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify student needs and recommend intervention adjustments and additional resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p>

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The RtI Team Leaders met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction (Rigor, Relevance, Relationship), facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing), and aligned processes and procedures.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Success Maker Reports, fluency timings by grade level support team, and Open Court/Imagine It Unit Tests: Vocabulary and Comprehension. Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation- Edusoft Benchmark Testing Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) End of year: FAIR, FCAT Frequency of Data Days: twice per month for data analysis

Describe the plan to train staff on MTSS.

Continue on-going professional development during teachers' common planning time and one day after school per month. The RtI team will also evaluate additional professional development needs of staff during the monthly RtI Leadership Team meetings.

Describe plan to support MTSS.

Professional development will be on going during teachers' common planning time and one day after school per month. The RtI team will also evaluate additional professional development needs of staff during the monthly RtI Leadership Team meetings.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Rick Rizzo-Principal  
Nancy Willibey-Administrative Dean  
Molly Lagatta-CRT  
Jill Meadows-Staffing Coordinator/CCT  
Kellyann Rohr-Guidance Counselor  
Danielle Adkins-ESE Inclusion Teacher

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

Each member of the LLT is assigned to a grade level. The LLT member assists with progress monitoring student data and providing assistance with interventions and enrichment. LLT members will meet with the principal to help conduct classroom walk-through and maintain consistency of instructional focus. Meetings will

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be held weekly with administration and grade level teams.

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

- Bi-weekly fluency timings and graphing for student progress.
- Student meetings to discuss results, progress and goal setting.
- Monitor the Accelerated Reader Program and increase student participation with non-fiction reading.
- Promote reading through Sunshine State Books.

### ***Public School Choice***

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

### ***\*Elementary Title I Schools Only: Pre-School Transition***

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

N/A

### ***\*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?

N/A

### ***\*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?

N/A

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?

N/A

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***Postsecondary Transition***

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

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

N/A

**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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1.1. East Lake students who come to school with limited background knowledge and experiences	1.1. Build background knowledge through: -Use of Safari Montage -Incorporating Marzano’s High Yield Strategies -Use the components of Open Court/Imagine It to help build background knowledge and experience -Utilize Core Reading Curriculum with fidelity	1.1. -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	1.1. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	1.1. -Progress monitoring data -Edusoft Benchmark Assessments -FAIR -FCAT -Foresight Reading Assessment – Gr. 3
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase by 3% the number of students who read on grade level by age 9.	30% (90) of the third, fourth and fifth grade students scored a level 3 and achieved high standards on the 2012 FCAT Reading Test	33% of the third, fourth and fifth grade students will score a Level 3 and achieve high standards on the 2013 FCAT Reading Test	1.2. East Lake students with limited vocabulary skills	1.2. -Use the components of Open Court/Imagine It to help build background knowledge and experience -Implement Elements of Vocabulary	1.2. -Classroom teacher -Curriculum Resource Teacher	1.2. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	1.2. -Edusoft Benchmark Assessments -FAIR -FCAT -Success Maker Reports -Kids College Reports -Progress monitoring data

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			-Utilize Success Maker Reading -Utilize Kids College Reading			-Foresight Reading Assessment – Gr. 3
		1.3. East Lake students that are not fluent readers	1.3. -Grade Level Support -Implement school-wide Intervention schedule with grade level grouping - Team completing bi-weekly fluency timings with students K-5 -Use of Easy CBM and similar fluency tools	1.3. -Classroom teacher -Curriculum Resource Teacher	1.3. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	1.3. -Edusoft Benchmark Assessments -FAIR -FCAT -Fluency Graphs -Foresight Reading Assessment – Gr. 3
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1b.1.	1b.1	1b.1.	1b.1.	1b.1.
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A
<b>At this time East Lake has no students taking the alternate assessment.</b>	N/A	N/A				
			1b.2.	1b.2.	1b.2.	1b.2.
			N/A	N/A	N/A	N/A
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
		N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>			2.1. The ability of teachers to effectively differentiate instruction	2.1. -Utilize Open Court/Imagine It! Workshop -Incorporate student goal setting and self-monitoring -Lesson plans posted on Progress Book for weekly review -Common Core PLC to include a monthly planning block for K/1 teachers to team plan Common Core lessons	2.1. -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	2.1. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	2.1. - Edusoft Benchmark Assessments -FAIR -FCAT -Foresight Reading Assessment – Gr. 3
Reading Goal #2a: To expand students' proficiency with critical thinking skills.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	51% (153) of the third, fourth and fifth grade students scored a level 4 or 5 and achieved high standards on the 2012 FCAT Reading Test	54% of the third, fourth and fifth grade students will score a level 4 or 5 and achieve high standards on the 2013 FCAT Reading Test					
			2.2. Utilizing Core Reading Curriculum with fidelity: Imagine It! K, 2, 4 and 5 Open Court 1 and 3	2.2. - Incorporate Marzano's High Yield Strategies -Lesson plans posted on Progress Book for weekly review -Team meetings and sharing sessions within grade levels	2.2. -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	2.2. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	2.2. - Edusoft Benchmark Assessments -FAIR -FCAT
		2.3 East Lake students not engaged in sustained outside reading opportunities	2.3 -Setting and maintaining monthly Accelerated Reader goals -Continue to incorporate Inquiry activities from Open Court/Imagine It!	2.3 -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean -Media Clerk-AR Reports	2.3 -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	2.3 - Edusoft Benchmark Assessments -FAIR -FCAT -AR Reports	
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b:  At this time East Lake has no students taking the alternate assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	Enter numerical data for current level of performance in this box. N/A	Enter numerical data for expected level of performance in this box. N/A					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.

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		N/A	N/A	N/A	N/A	N/A
		2b.3	2b.3	2b.3	2b.3	2b.3
		N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>		3.1. East Lake students lacking test taking strategies and note taking skills	3.1. -Develop the ability to utilize Cornell Notes for studying and organizing information -Utilizing student goal setting and data analysis	3.1. -Classroom teacher -Student	3.1. -Student goal graphing	3.1. -Weekly Reading Assessments
Reading Goal #3a: <i>To increase the number of students making learning gains in reading to 81%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	77% (162) of the fourth and fifth grade students were proficient on the 2012 FCAT Reading Test.	81% of the fourth and fifth grade students will make learning gains on the 2013 FCAT Reading Test.				
		3.2. East Lake students who come to school with limited background knowledge and experiences	3.2. -Use of Safari Montage -Incorporate Marzano’s High Yield Strategies -Use the components of Open Court/Imagine It to help build background knowledge and experience -Utilize Core Reading Curriculum with fidelity	3.2. -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	3.2. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	3.2. -Edusoft Benchmark Assessments -FAIR -FCAT
		3.3. Sustaining the number of students who score a level 4 or 5 on the 2012 FCAT Reading Test	3.3. -Identifying “Bubble” students from EDW reports -Utilize enrichment time each day to develop high level thinking skills -Implement the Inquiry component of Open Court/Imagine It!	3.3. -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	3.3. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	3.3. -Edusoft Benchmark Assessments -FAIR -FCAT -EDW Reports -IMS reports

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<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
At this time East Lake has no students taking the alternate assessment.	N/A	N/A					
			3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A
			3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	East Lake students with underdeveloped decoding skills	-Common intervention time between grade levels to group students by reading deficit -ESE Inclusion Support in mainstream class -Utilize Open Court/Imagine It! Intervention program -Success Maker -Kids College -Implement school-wide Intervention schedule with grade level grouping	-Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	-Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	-Edusoft Benchmark Assessments -FAIR -FCAT -EDW Reports -IMS reports -Success Maker Reports -Kids College Reports -Foresight Reading Assessment – Gr. 3
To increase the percent of student in the lowest 25% making learning gains in reading to 80%.	77% (41) of our lowest 25% achieved learning gains in reading on the 2012 FCAT Reading test	80% of our lowest 25% will achieve learning gains on the 2013 FCAT Reading test					

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			4.2. East Lake students who come to school with limited background knowledge and experiences	4.2. -Use of Safari Montage -Incorporate Marzano's High Yield Strategies -Use the components of Open Court/Imagine It to help build background knowledge and experience -Utilize Core Reading Curriculum with fidelity	4.2. -Classroom teacher -Curriculum Resource Teacher -Principal	4.2. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	4.2. -Edusoft Benchmark Assessments -FAIR -FCAT -Foresight Reading Assessment – Gr. 3	
			4.3 East Lake Student with a limited vocabulary	4.3 -Use the components of Open Court/Imagine It to help build background knowledge and experience -Implement Elements of Vocabulary -Utilize Success Maker Reading -Utilize Kids College Reading	4.3. -Classroom teacher -Curriculum Resource Teacher	4.3. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	4.3. -Edusoft Benchmark Assessments -FAIR -FCAT -Success Maker Reports -Kids College Reports -Foresight Reading Assessment – Gr. 3	
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
<b>Reading Goal #4b:</b>								
<b>At this time East Lake has no students taking the alternate assessment.</b>								
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Enter numerical data for current level of performance in this box. N/A</i>							
			4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	
			4b.3 N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>

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<p><b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p> <p><u>Reading Goal #5A:</u></p> <p>In 2010-2011, 12% of students scored a level 1 or 2. By 2016, we will decrease our percentage of non-proficient students by 50%.</p> <p>We will increase the number of students scoring in the proficient level.</p>	<p><b>Baseline data 2010-2011</b></p>		<p>In 2011-2012, 17% of students scored a level 1 or 2 on the FCAT reading.</p>	<p>In 2012-2013, only 15% of students will score a level 1 or 2 on the reading FCAT.</p>	<p>In 2013-2014, only 13% of students will score a level 1 or 2 on the reading FCAT.</p>	<p>In 2014-2015, only 11% of students will score a level 1 or 2 on the reading FCAT.</p>	<p>In 2015-2016, only 10% of students will score a level 1 or 2 on the reading FCAT.</p>	<p>In 2016-2017, only 9% of students will score a level 1 or 2 on the reading FCAT.</p>
	<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p> <p><u>Reading Goal #5B:</u></p> <p>To decrease the achievement gap for each identified subgroup by 10% per year by June 30, 2017.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>5B.1. East Lake students who come to school with limited background knowledge and experiences</p>	<p>5B.1. -Use the components of Open Court/Imagine It to help build background knowledge and experience -Implement Elements of Vocabulary -Utilize Success Maker Reading -Utilize Kids College Reading -ELL tutoring (Nov. – May)</p>	<p>5B.1. Classroom teachers CRT Principal Admin Dean</p>	<p>5B.1. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations</p>	<p>5B.1. -Edusoft Benchmark Assessments -FAIR -FCAT -Success Maker Reports -Kids College Reports</p>	
	<p>White: 16%</p> <p>Black: 32%</p> <p>Hispanic: 25%</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>	<p>White: 14%</p> <p>Black: 29%</p> <p>Hispanic: 22%</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>						
	<p>5B.2.</p>							
	<p>5B.3.</p>							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b> <b>Reading Goal #5C:</b> To increase the percentage of ELL students scoring in the proficient level of the reading FCAT.	<u>2012 Current Level of Performance:*</u> In 2011-2012, 70% (19) of ELL students scored in the proficient level of the reading FCAT. 30% scored a level 1 or 2.	<u>2013 Expected Level of Performance:*</u> In 2012-2013, 73% of ELL students will score in the proficient level of the FCAT reading.	5C.1. East Lake Student with a limited vocabulary	5C.1. Use the components of Open Court/Imagine It to help build background knowledge and experience -Implement Elements of Vocabulary -Utilize Success Maker Reading -Utilize Kids College Reading -ELL tutoring (Nov. – May)	5C.1. -Classroom teacher -Curriculum Resource Teacher	5C.1. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	5C.1. -Edusoft Benchmark Assessments -FAIR -FCAT -Success Maker Reports -Kids College Reports
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b> <b>Reading Goal #5D:</b> To increase the percentage of SWD students scoring in the proficient level of the reading FCAT.	<u>2012 Current Level of Performance:*</u> In 2011-2012, 47% (14) of SWD students scored in the proficient level of the reading FCAT. 53% scored a level 1 or 2.	<u>2013 Expected Level of Performance:*</u> In 2012-2013, 50% of SWD will score in the proficient level of the reading FCAT.	5D.1. East Lake students with underdeveloped decoding skills	5D.1. -Common intervention time between grade levels to group students by reading deficit -ESE Inclusion Support in mainstream class -Utilize Open Court/Imagine It! Intervention program -Success Maker -Kids College -ELL tutoring (Nov. – May)	5D.1. -Classroom teacher -Curriculum Resource Teacher -Principal -Admin Dean	5D.1. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	5D.1. -Edusoft Benchmark Assessments -FAIR -FCAT -EDW Reports -IMS reports -Success Maker Reports -Kids College Reports
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:							
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Reading Goal #5E:</b>  To increase the percentage of Economically Disadvantaged students scoring in the proficient level of the reading FCAT.	<b>2012 Current Level of Performance:*</b>  In 2011-2012, 71% (102) of Economically Disadvantaged students scored in the proficient level of the reading FCAT. 29% scored a level 1 or 2	<b>2013 Expected Level of Performance:*</b>  In 2012-2013, 74% of Economically Disadvantaged students will score in the proficient level of the reading FCAT.	East Lake students who come to school with limited background knowledge and experiences	-Use the components of Open Court/Imagine It to help build background knowledge and experience -Implement Elements of Vocabulary -Utilize Success Maker Reading -Utilize Kids College Reading	Classroom teachers CRT Principal Admin Dean	-Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	-Edusoft Benchmark Assessments -FAIR -FCAT -Success Maker Reports -Kids College Reports
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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	PD Participants (e.g., PLC, subject, grade level,	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	or school-wide)	meetings)		
Reading PLC	Kindergarten-Fifth Grade	Grade Level Support Team	PLC Members	Monthly meetings-Wednesday afternoons	Adult Learning Goals Sheet Discussion- Data meetings, Team meetings	CRT, Principal, Admin Dean
Destination College Year 2	Grades 3, 4 and 5	Principal, CRT, Guidance, Teacher Reps	Teachers 3-5	Ongoing- August 2012	Continue use of grade level DC notebook for documentation-School/District PDS Online Blogs Teach students: Levels of questioning Cooperative Learning Oral Language Critical Reading	Teachers, CRT, Principal, DC Team
Response to Intervention	K-5	Staffing Coordinator, Rtl Coach, CRT, Principal	Instructional Staff K-5	Monthly meetings-Tuesday's-Specials	Rtl/Data meetings, classroom visits	Staffing Coordinator, Rtl Coach, CRT, Principal, Admin Dean

**Reading 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
Enrichment resources	Book sets	Textbook fund	\$1500
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Continue to provide 30 minute daily session for computerized Language Arts and Math	Success Maker	General fund	\$1800
Continue to provide home link through web based LA and Math computer	Kids College	PTA	\$4000

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programs			
Continue Accelerated Reader Program	Accelerated Reader	General fund	\$5400
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
RtI staff development to improve intervention and monitoring practices	RtI Team	General Fund	\$0
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
Foresight Assessment	Reading assessment grade 3	No funds necessary	\$0
			<b>Subtotal:</b>
			<b>Total:\$12,700</b>

*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
<b>1. Students scoring proficient in Listening/Speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>CELLA Goal #1:</b> To increase the number of students scoring in the Proficient category to 67% (20) on the CELLA Listening	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 64% of students administered the CELLA performed in the Proficient category for Listening/Speaking.	Increase in enrollment of non-English speaking students	-Share the service models available for ESOL students -Invite new parents to participate in PLC (Parent Leadership Council) events -Adjust PLC meeting time so more parents may attend	Compliance Teacher	PLC attendance	-Observation -Attendance at PLC meetings
		1.2.	1.2.	1.2.	1.2.	1.2.
		Students have limited background knowledge due to proficiency in English	-Use of Safari Montage -Incorporate Marzano's High Yield Strategies -Use the components of Open Court/Imagine It to help build background knowledge and experience -Utilize Core Reading Curriculum with fidelity Inclusion teacher/paraprofessional to provide support to ESOL students	-Compliance Teacher -Curriculum Resource Teacher -Principal -Admin Dean	-Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	-CELLA -EDUSOFT
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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
<b>2. Students scoring proficient in Reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #2:</b>	<u>2012 Current Percent of Students Proficient in Reading :</u>	ESOL students that are not fluent readers	Use the components of Open Court/Imagine It to help build background knowledge and experience	-Classroom teacher -Curriculum Resource Teacher -Principal	-Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	Edusoft Benchmark Assessments -FAIR -FCAT

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To increase the number of students scoring in the Proficient category to 41% (12) on the CELLA Reading	38% (18) of students administered the CELLA performed in the Proficient category for Reading.		-Continue use of Elements of Vocabulary program -Utilize Success Maker Reading -Utilize Kids College Reading	-Admin Dean		-Success Maker Reports -Kids College Reports.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in Writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
To increase the number of students scoring in the Proficient category to 49% (15) on the CELLA writing.	46% (21) of students administered the CELLA performed in the Proficient category for Writing.	Lack of academic support at home due to language barriers	Implement after-school tutoring program to provide additional support/instruction to students	-Curriculum Resource Teacher -Principal -Admin Dean	-Progress Monitoring Assessments from tutoring program Teacher observations	Edusoft Benchmark Assessments -FAIR -FCAT -Success Maker Reports
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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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
After-school Tutoring program	Direct instruction programs such as Elements of Vocabulary,	Title III	\$7,500
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Mobiviews	Handheld interactive learning device	None needed	\$0
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$7,500</b>

*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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1.1. East Lake students that lack the proper math vocabulary	1.1. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	1.1. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	1.1. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	1.1. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
<b>Mathematics Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>To increase the number of students who become fluent in math operations by 3%</b>	<i>27% (82) of our third, fourth and fifth grade students scored a Level III and achieved high standards on the 2012 FCAT Math test</i>	<i>30% of our third, fourth and fifth grade students will score a level III and achieve high standards on the 2013 FCAT Math test</i>					
			1.2. East Lake students that lack knowledge regarding specific math operations	1.2. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Foresight Math Testing -Implement use of Mobymath program	1.2. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	1.2. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	1.2. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
			1.3. East Lake students that do not have mastery of basic facts	1.3. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	1.3. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	1.3. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	1.3. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports

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<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A
<b>Mathematics Goal #1b:</b> <b>At this time East Lake has no students taking the alternate assessment.</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>Enter numerical data for current level of performance in this box. N/A</i>	<i>Enter numerical data for expected level of performance in this box. N/A</i>					
			1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
			1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2.1. Teachers not having the assessment tools to accurately determine the level of comprehension in math	2.1. -Utilizing the Envision Math curriculum with fidelity -Student created problem solving situations -Utilize Foresight Item Analysis -Success Maker -Kids College -Implement use of Mobymath program	2.1. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	2.1. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	2.1. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
<b>Mathematics Goal #2a:</b> <b>To ensure students have a higher understanding of advanced math concepts, principles and functions</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	<i>48% (144) of third, fourth and fifth grade students scored a level IV or V and achieved high standards on the 2012 FCAT Math Test</i>	<i>51% of third, fourth and fifth grade students will score a Level IV or V and achieve high standards on the 2013 FCAT Math test</i>	2.2. Ensuring the Envision Math curriculum is taught with fidelity	2.2. -Utilizing the Envision Math curriculum with fidelity -Utilize Foresight Item Analysis -Student created problem solving situations -Success Maker	2.2. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	2.2. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	2.2. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports

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			-Kids College -Implement use of MobyMath program			
		2.3 Ensuring that students are receiving enrichment and given opportunities to apply learned concepts and skills	2.3 -Utilizing the Envision Math curriculum with fidelity -Utilize Foresight Item Analysis -Student created problem solving situations -Success Maker -Kids College -Implement use of MobyMath program	2.3 -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	2.3 -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	2.3 -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1.	2b.1.	2b.1.	2b.1.
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	N/A	N/A	N/A	N/A
<b>At this time East Lake does not have any students taking the Alternate Assessment.</b>	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A				
		2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A
		2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A

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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
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3.1. East Lake students that lack the proper math vocabulary	3.1. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	3.1. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	3.1. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	3.1. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
<b>Mathematics Goal #3a:</b>  <i>To increase the number of students achieving a learning gain by 3%</i>	<b>2012 Current Level of Performance:*</b>  <i>78% (165) of fourth and fifth grade students achieved learning gains on the 2012 FCAT Math test</i>	<b>2013 Expected Level of Performance:*</b>  <i>81% of fourth and fifth grade students will achieve learning gains on the 2013 FCAT Math test</i>	3.2. East Lake students that lack knowledge regarding specific math operations	3.2. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	3.2. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	3.2. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	3.2. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
			3.3. Ensuring that students are receiving enrichment and given opportunities to apply learned concepts and skills	3.3. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	3.3. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	3.3. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations	3.3. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports

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<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	N/A	N/A	N/A	N/A	N/A
<b>At this time East Lake does not have any students taking the Alternate Assessment.</b>	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A					
			3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A
			3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4.1 East Lake students that lack the proper math vocabulary	4.1 -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	4.1 -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	4.1 -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	4.1 -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT -Success Maker Reports -Kids College Reports
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students in the Lowest 25% making learning gains by at least 10%	<i>74%(56) of students in the lowest 25% made learning gains on the 2012 FCAT Math test</i>	<i>77% of students in the lowest 25% will make learning gains on the 2013 FCAT Math test</i>					



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		4.2. East Lake students that lack knowledge regarding specific math operations	4.2. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	4.2. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	4.2. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	4.2. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
		4.3. Ensuring that students are receiving enrichment and given opportunities to apply learned concepts and skills	4.3. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit Utilizing the Envision reteach workbooks -Student created problem solving situations -Success Maker -Kids College -Implement use of Mobymath program	4.3. -Classroom Teacher -CRT -Grade Level Support -Principal -Admin Dean	4.3. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	4.3. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>		4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
<b>Mathematics Goal #4b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	N/A	N/A	N/A	N/A
<b>At this time East Lake does not have any students taking the Alternate Assessment.</b>	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A				

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		4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	4b.2. N/A	
		4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	4b.3. N/A	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	<b>In 2011-2012, 25% of students scored a level 1 or 2 on the math FCAT.</b>	<b>In 2012-2013, only 22% of students will score a level 1 or 2 on the math FCAT.</b>	<b>In 2013-2014, only 19% of students will score a level 1 or 2 on the math FCAT.</b>	<b>In 2014-2015, only 17% of students will score a level 1 or 2 on the math FCAT.</b>	<b>In 2015-2016, only 15% of students will score a level 1 or 2 on the math FCAT.</b>	<b>In 2016-2017, only 13% of students will score a level 1 or 2 on the math FCAT.</b>
<u>Mathematics Goal #5A:</u>  In 2011-2012, 25% of students scored a level 1 or 2. By 2016 -2017 we will decrease our percentage of non-proficient students by 50%.  We will increase the number of students scoring in the proficient level.							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not</b>		5B.1. White:	5B.1. -Utilizing the Envision Math	5B.1. -Classroom Teacher	5B.1. -Envision Unit Math Tests	5B.1. -Edusoft Benchmark Assessments	

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<b>making satisfactory progress in mathematics.</b>			Black: Hispanic: Asian: American Indian:	curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Success Maker -Kids College -Common Core PLC	-CRT -Grade Level Support  -Principal -Admin Dean	-Progress Monitoring -Teacher Observations -Foresight Math Assessments	-Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
<u>Mathematics Goal #5B:</u>  <i>Enter narrative for the goal in this box.</i>  To decrease the achievement gap for each identified subgroup by 10% per year by June 2016	<u>2012 Current Level of Performance:*</u>  White: 21 % Black: 24.5 % Hispanic:10 % Asian: N/A American Indian: N/A	<u>2013 Expected Level of Performance:*</u>  White: 19% Black:21% Hispanic: 9% Asian: N/A American Indian: N/A	East Lake students that lack the proper math vocabulary				
			5B.2. East Lake students that lack knowledge regarding specific math operations	5B.2. -Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Common Core-PLC -Success Maker -Kids College	5B.2. -Classroom Teacher -CRT -Grade Level Support  -Principal -Admin Dean	5B.2. -Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	5B.2. -Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1	5C.1	5C.1.
<u>Mathematics Goal #5C:</u>  To increase the number of ELL students making satisfactory progress on the math FCAT by at least 3%	<u>2012 Current Level of Performance:*</u>  80% (21) of ELL students scored a Level 3 or above on the 2012 math FCAT.	<u>2013 Expected Level of Performance:*</u>  83% of ELL students will score a Level 3 or above on the 2013 math FCAT.	Parents unable to provide instructional support at home due to language barrier.	-Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Student created problem solving situations -Common Core-PLC -Success Maker -Kids College -Title III tutoring	-Classroom Teacher -CRT -Grade Level Support  -Principal -Admin Dean	-Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	-Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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		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

<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> <b>#5D:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	East Lake students that lack knowledge regarding specific math operations	-Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Utilizing Envision Math Reteaching resource -Student created problem solving situations -Common Core-PLC -Success Maker -Kids College	-Classroom Teacher -CRT -Grade Level Support  -Principal -Admin Dean	-Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	-Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
To increase the number of SWD making satisfactory progress on the 2013 FCAT math by 5%.  79% of Gen Ed students were proficient as compared to 37% of SWD. (42% gap)	37% (11) of SWD were proficient on the 2012 FCAT math.	42% of SWD will be proficient on the 2013 FCAT math.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> <b>#5E:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	East Lake students that lack the proper math vocabulary	-Utilizing the Envision Math curriculum with fidelity -Utilizing the Envision Math Intervention Kit -Utilizing Envision Math Reteaching resource -Student created problem solving	-Classroom Teacher -CRT -Grade Level Support  -Principal -Admin Dean	-Envision Unit Math Tests -Progress Monitoring -Teacher Observations -Foresight Math Assessments	-Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT Success Maker Reports -Kids College Reports
To increase the number of Economically Disadvantaged students making satisfactory	67% (97) of Economically Disadvantaged students were	70% of Economically Disadvantaged students will be					

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progress on the 2013 FCAT math by 3%.  81% of Gen Ed students were proficient in math as compared to 67% of Economically Disadvantaged students (14% gap)	proficient on the 2012 FCAT math.	proficient on the 2013 FCAT math.		situations -Common Core-PLC -Success Maker -Kids College			
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

### *End of Elementary School Mathematics Goals*

### Middle School Mathematics Goals

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

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

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<b>Mathematics Goal</b> <b>#1B:</b>	<b>2012 Current</b> <b>Level of</b> <b>Performance:*</b>	<b>2013 Expected</b> <b>Level of</b> <b>Performance:*</b>					
<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>					
<b>N/A</b>		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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A:	<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>					
N/A			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<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>					
N/A			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.



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

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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
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	<b>Baseline data 2010-2011</b>							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	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
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<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>					
N/A			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<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>					
N/A			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<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>					
N/A			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*

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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]).

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

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Based on 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
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:  <i>Enter narrative for the goal in this box.</i>  N/A	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	1.2.	1.2.	1.2.	1.2.
<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>					
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	2.2.	2.2.	2.2.	2.2.
<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>					
			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
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	<b>Baseline data 2010-2011</b>							
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	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:  <i>Enter narrative for the goal in this box.</i>  N/A	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>					
			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
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D:  <i>Enter narrative for the goal in this box.</i>  N/A	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>					
			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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Algebra 1 Goal #3E:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<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>					
N/A			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

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

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	<b>Baseline data 2011-2012</b>						
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
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>  <b>Geometry Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Math Training	K-5	Common Core Black Belt Team	K-5 teachers	On-going PLC	Discussions about use of common core lessons in team, staff and data meetings	Classroom teacher, CRT, Common Core Black Belt Team, Principal, Admin Dean
Turning Point Technology	3-5, Gifted Teacher	Turning Point Technology Representative	Instructional Staff Grades 3-5, Gifted Teacher	August 18, 2012	Discussions about use of strategies in team, staff and data meetings	Classroom Teacher, CRT, Principal
Math PLC	Kindergarten-Fifth Grade	Grade Level Support Team	PLC Members	Monthly meetings- Wednesday afternoons	Adult Learning Goals Sheet Discussion- Data meetings, Team meetings	CRT, Principal
Response to Intervention	K-5	Staffing Coordinator, Rtl Coach, CRT,	Instructional Staff K-5	Monthly meetings- Tuesday's-Specials	Rtl/Data meetings, classroom visits	Staffing Coordinator, Rtl Coach, CRT, Principal

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	Principal			
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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
Envision Math Curriculum	Math books, workbooks and manipulatives	District	\$0
Math Tutoring	Math Florida Ready workbooks	General Fund	\$650.00
Foresight Math Testing	Benchmark type testing with item analysis provided from company	SAI Funds	\$3,000.00
			<b>Subtotal: \$3,650</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide 30 minute daily session for computerized Math	Success Maker	General Fund	\$0.00 Already accounted for in Reading Plan
Provide home link through web based Math computer program	Kids College	Paid 2010-2011 for 2 years- SAI funds	
Continue use of Classroom Responders- Interactive handheld devices for students to use during lesson.	Turning Point Technologies	PTA	\$0.00 Already accounted for in Reading Plan
MobyMath	Web-based program students can use at school and at home to strengthen math skills	None needed	\$0
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Envision Math Training	Envision Math Consultant	No Charge	\$0
Foresight Math Assessment Training	Foresight Math Consultant	No Charge	\$0
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>

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*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1.1. East Lake students that lack prior knowledge and experience that will assist them with science instruction	1.1. -Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Scheduled Science Lab Visits -Discovery Science -Virtual labs -Safari Montage -Use of science lab kits -Kids College -Implement Fusion Science curriculum	1.1. Classroom Teacher CRT Admin Dean	1.1. Progress Monitoring Classroom Observations Lesson Plans	1.1. EduSoft Science Benchmark FCAT Foresight Science – Gr.5
<b>Science Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>To increase the number of fifth grade students who scored a level 3 on the 2013 FCAT Science by at least 3%</i>	<i>38% (38) of fifth grade students scored a level III on the 2012 FCAT Science test</i>	<i>41% of fifth grade students will score a level III on the 2013 FCAT Science test</i>					
			1.2. Proper training for inquiry based labs	1.2. -Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Scheduled Science Lab Visits -Discovery Science -Virtual Labs -Safari Montage -Use of science lab kits -Kids College	1.2. Classroom Teacher CRT	1.2. Progress Monitoring Classroom Observations Lesson Plans	1.2. EduSoft Science Benchmark FCAT Foresight Science – Gr.5



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			1.3. Fidelity with science instruction across each grade level	1.3. -Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Scheduled Science Lab Visits -Discovery Science -Virtual Labs -Safari Montage -Use of science lab kits -Kids College -Implement Fusion Science curriculum	1.3. Classroom Teacher CRT Principal Admin Dean	1.3. Progress Monitoring Classroom Observations Lesson Plans	1.3. EduSoft Science Benchmark FCAT Foresight Science – Gr.5
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: <b>At this time East Lake does not have any students taking the Alternate Assessment.</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A					
			1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
			1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2.1. East Lake students that lack prior knowledge and experience that will assist them with science instruction	2.1. -Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Scheduled Science Lab Visits	2.1. Classroom Teacher CRT	2.1. Progress Monitoring Classroom Observations Lesson Plans	2.1. EduSoft Science Benchmark FCAT Foresight Science – Gr.5
Science Goal #2a: <i>To increase the number of fifth</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>grade students who score a Level IV or V to 41% on the 2013 FCAT Science test</p>	<p>38% (38) of fifth grade students scored a level IV or V on the 2012 FCAT Science test</p>	<p>41% of fifth grade students will score a level IV or V on the 2013 FCAT Science test</p>		<ul style="list-style-type: none"> <li>-Discovery Science</li> <li>-Virtual Labs</li> <li>-Safari Montage</li> <li>-Use of science lab kits</li> <li>-Kids College</li> <li>-Implement Fusion Science curriculum</li> </ul>			
			<p>2.2. Proper training for inquiry based labs</p>	<ul style="list-style-type: none"> <li>2.2. -Focus on vocabulary</li> <li>-Hands on application experiences</li> <li>-Multiple exposure to labs</li> <li>-Scheduled Science Lab Visits</li> <li>-Discovery Science</li> <li>-Virtual Labs</li> <li>-Safari Montage</li> <li>-Use of science lab kits</li> <li>Kids College</li> </ul>	<p>2.2. Classroom Teacher CRT</p>	<p>2.2. Progress Monitoring Classroom Observations Lesson Plans</p>	<p>2.2. EduSoft Science Benchmark FCAT Foresight Science – Gr.5</p>
			<p>2.3 Fidelity with science instruction across each grade level</p>	<ul style="list-style-type: none"> <li>2.3 -Focus on vocabulary</li> <li>-Hands on application experiences</li> <li>-Multiple exposure to labs</li> <li>-Scheduled Science Lab Visits</li> <li>-Discovery Science</li> <li>-Virtual Labs</li> <li>-Safari Montage</li> <li>-Use of science lab kits</li> <li>-Kids College</li> <li>-Implement Fusion Science curriculum</li> </ul>	<p>2.3 Classroom Teacher CRT Principal Admin Dean</p>	<p>2.3 Progress Monitoring Classroom Observations Lesson Plans</p>	<p>2.3 EduSoft Science Benchmark FCAT Foresight Science – Gr.5</p>
<p><b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>			<p>2b.1. N/A</p>	<p>2b.1. N/A</p>	<p>2.1. N/A</p>	<p>2b.1. N/A</p>	<p>2b.1. N/A</p>
<p>Science Goal #2b:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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<b>At this time East Lake does not have any students taking the Alternate Assessment.</b>	<i>Enter numerical data for current level of performance in this box.</i> N/A	<i>Enter numerical data for expected level of performance in this box.</i> N/A					
			2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A	2b.2. N/A
			2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A	2b.3 N/A

*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]).

<b>High School Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</i>  N/A	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b> <i>Enter narrative for the goal in this box.</i>  N/A	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>  N/A	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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>  N/A	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.

*End of Biology 1 EOC Goals*

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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Science	K-5	Veronica Franco-Gifted Teacher	Instructional Staff K-5	Ongoing	Discussions about use of strategies in team, staff and data meetings	Classroom teachers, CRT
Science PLC	Kindergarten-Fifth Grade	Grade Level Support Team	PLC Members	Monthly meetings-Wednesday afternoons	Adult Learning Goals Sheet Discussion- Data meetings, Team meetings	CRT, Principal, Admin Dean
Science Fusion Think Central Webex	K-5	District Science Resource Team	Instructional staff K-5	September 2012	Discussions about use of strategies in team, staff and data meetings	Classroom teachers, CRT

**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 labs	Consumable lab materials	General fund	\$1,000
			<b>Subtotal: \$1,000</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Continue use of Discovery Science	Web based computer program	General Fund	\$1,900
			<b>Subtotal:\$1,900</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$2,900</b>			

*End of Science Goals*

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1.1. East Lake students that are lacking a solid writing foundation and conventions	1.1. -School wide writing prompts throughout the year -Student data chats regarding progress of writing skills -Provide opportunities to share/display/publish writings through morning announcements, media displays, hallways and bulletin boards -Use of anchor sets from previous year's assessment	1.1. Classroom teachers CRT	1.1. School wide writing prompts Student data chats	1.1. School wide Writing Prompts FCAT Writes
Writing Goal #1a: <i>To ensure students are proficient with the writing conventions on the 2013 FCAT Writes</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	91% (97) of fourth grade students scored a Level 3 or higher on the 2012 FCAT Writes test	94% of fourth grade students will score a Level 3 or higher on the 2013 FCAT Writes test					
			1.2. East Lake students that do not bring in personal experiences into their writing	1.2. -School wide writing prompts throughout the year -Student data chats regarding progress of writing skills -Provide opportunities to share/display/publish writings through morning announcements, media displays, hallways and bulletin boards	1.2. Classroom teachers CRT	1.2. School wide writing prompts Student data chats	1.2. School wide Writing Prompts FCAT Writes

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			-Use of anchor sets from previous year's assessment			
		1.3. East Lake students understanding the difference between Narrative and Expository writing	1.3. -School wide writing prompts throughout the year -Student data chats regarding progress of writing skills -Provide opportunities to share/display/publish writings through morning announcements, media displays, hallways and bulletin boards -Use of anchor sets from previous year's assessment	1.3. Classroom teachers CRT	1.3. School wide writing prompts Student data chats	1.3. School wide Writing Prompts FCAT Writes
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1b.1.	1b.1.	1b.1.	1b.1.
<b>Writing Goal #1b:</b>  At this time East Lake does not have any students taking the Alternate Assessment.	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> <b>N/A</b>	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> <b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
			1b.2. <b>N/A</b>	1b.2. <b>N/A</b>	1b.2. <b>N/A</b>	1b.2. <b>N/A</b>
			1b.3. <b>N/A</b>	1b.3. <b>N/A</b>	1b.3. <b>N/A</b>	1b.3. <b>N/A</b>



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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core PLC	Kindergarten-Fifth Grade	Grade Level Support Team	PLC Members	Monthly meetings-Wednesday afternoons	Adult Learning Goals Sheet Discussion- Data meetings, Team meetings	CRT, Principal, Admin Dean

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

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Total: \$0

*End of Writing Goals*

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

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

Civics EOC Goals			Problem-Solving 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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			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>					
	N/A		1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			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>					

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

**Civics Professional Development**

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

**Civics Budget (Insert rows as needed)**

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

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

*End of Civics Goals*

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

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

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

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Enter narrative for the goal in this box.  N/A	Enter numerical data for current level of performance in this box.	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.

**U.S. History Professional Development**

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

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

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

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

*End of U.S. History Goals*

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
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
<b>1. Attendance</b>			1.1. East Lake students coming to school ill and spreading germs and contagious sickness	1.1. -Installed new soap dispensers in all common bathrooms with anti-bacterial foam soap dispensers -Head lice checks in the School Health Room after holiday breaks and long weekends -Free vaccinations through the Bithlo Community Center -Not recognizing Perfect Attendance to stop sick children from attending school for the reward and recognition -Hand washing/Hygiene Education -Free dental hygiene assistance (Dental Bus) for 2 <sup>nd</sup> grade students	1.1. Custodian- Refilling dispensers School Health Room Assistant -County Nurse- Danielle Knight -Classroom Teachers -Principal	1.1. School Health Room reports SMS reports Progress Book Attendance Report	1.1. End of Year Attendance Rate EDW reports SMS Reports Teacher attendance records
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>During the 2011-2012 school year, East Lake Elementary achieved a 95.97% (690) attendance rate</i>	<i>During the 2011-2012 school year East Lake had a 95.97% (690) attendance rate</i>	<i>During the 2012-2013 school year East Lake will maintain the 95.97% attendance rate</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>During the 2011-2012 school year East Lake had 25% (164) students with excessive absences</i>	<i>During the 2012-2013 school year East Lake will reduce the number of students with excessive absences by 10%</i>					
	<u>2012 Current Number of Students with</u>	<u>2013 Expected Number of Students with</u>					

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	Excessive Tardies (10 or more)	Excessive Tardies (10 or more)					
	<i>During the 2011-2012 school year East Lake had 9% (58) students with excessive tardies</i>	<i>During the 2012-2013 school year East Lake will reduce the number of students with excessive tardies by 30%</i>					
			1.2. East Lake families opting to take vacations not aligned with OCPS vacation days	1.2. -Attendance information segment at Open House -Utilizing School Messenger -Attendance team meetings -Teacher/Registrar communications -	1.2. -Principal -Registrar -Classroom teacher	1.2. SMS reports Progress Book attendance reports	1.2. End of Year Attendance Rate EDW reports SMS Reports Teacher attendance records
		1.3. East Lake parents not following the school policies for arriving on time and before the 8:45 tardy bell rings	1.3. -Utilizing School Messenger -Attendance team meetings -Social Worker visits -Teacher/Registrar communications -Effectively managing AM car/bus/walker arrival	1.3. -Principal -Registrar -Social worker -Classroom teacher -Admin Dean	1.3. SMS reports Progress Book attendance reports	1.3. End of Year Attendance Rate EDW reports SMS Reports Teacher attendance records	

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

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				<b>Subtotal:</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total:\$0</b>

*End of Attendance Goals*

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. East Lake students not following the student code of conduct	1.1. -Continue use of school wide discipline plan for Pre-K through grade 5 students -Common language and expectations for all students -Common rewards and	1.1. -Principal -CRT -Guidance Counselor -Staffing Coordinator -Classroom Teachers -Admin Dean	1.1. Discipline Data log Classroom Observations Teacher reports	1.1. EDW reports
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>To decrease the number of in-school and out of</i>	<i>In 2011-2012 there</i>	<i>In 2012-2013, the</i>					

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<p><i>school suspensions and create a safe and effective learning environment for the students and staff of East Lake Elementary School</i></p>	<p><i>were 8 in-school suspensions.</i></p>	<p><i>number of in-school suspensions will decrease to 7 or fewer.</i></p>		<p>consequences for cafeteria, special area, bus and recess</p> <ul style="list-style-type: none"> <li>-Positive rewards system</li> <li>-Eagle Effort</li> <li>-Super Citizen</li> <li>-Visibility of Principal and Grade Level Support Team on campus and in classrooms</li> <li>-Classroom “Town Hall” meetings</li> <li>-Review OCPS Code of Conduct quarterly</li> <li>-Hire Administrative Dean</li> <li>-Increasing supervision assignments around campus during transitions, arrival and dismissal</li> <li>-PTA Bullying Prevention Program</li> </ul>			
	<p>2012 Total Number of Students Suspended In-School</p>	<p>2013 Expected Number of Students Suspended In-School</p>					
	<p><i>In 2011-2012, 7 of the East Lake students received an in-school suspension.</i></p>	<p><i>In 2012-2013, the number of students receiving in-school suspensions will decrease to 6 or fewer.</i></p>					
	<p>2012 Number of Out-of-School Suspensions</p>	<p>2013 Expected Number of Out-of-School Suspensions</p>					
	<p><i>In 2011-2012 there were 6 out-of-school suspensions.</i></p>	<p><i>In 2012-2013, the number of out-of-school suspensions will decrease to 5 or fewer.</i></p>					
	<p>2012 Total Number of Students Suspended Out-of-School</p>	<p>2013 Expected Number of Students Suspended Out-of-School</p>					
	<p><i>In 2011-2012, 5 of the East Lake students received an out-of-school suspension.</i></p>	<p><i>In 2012-2013, the number of East Lake students receiving an out-of-school suspension will decrease to 4 or fewer.</i></p>					
			<p>1.2. East Lake students not having the necessary coping skills to deal with anger</p>	<p>1.2. -Provide weekly Guidance lessons on the specials rotation for K-2 -Provide Guidance lessons for grades 3-5 -Provide Positive rewards system -Eagle Effort -Super Citizen -MAGIC program</p>	<p>1.2. -Guidance Counselor -Staffing Coordinator -Classroom Teachers -Principal -MAGIC Officer</p>	<p>1.2. Discipline Data log Classroom Observations</p>	<p>1.2. EDW Reports</p>
			<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continue use of School Wide Discipline Plan	Pre-K through 5	Admin Team	Pre-K through 5 Teachers, Classified Staff	August 2012-Ongoing	Review EDW reports, campus walk-through	Principal, CRT, Guidance Counselor, Admin Dean
Review OCPS Student Code of Conduct	Pre-K through 5	Pre-K through 5 Instructional	Pre-K through 5 Teachers, Classified Staff	First week of each quarter	Review EDW reports, campus walk-through	Principal, CRT, Guidance Counselor, Admin Dean

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			

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Strategy	Description of Resources	Funding Source	Amount
Positive reward System	Dog Tags, Pencils, Trophies/Medals	PTA	\$1,000.00
			<b>Subtotal: \$1,000</b>
			<b>Total: \$1,000</b>

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>		<p>1.1. East Lake students who come to school with limited background knowledge and experiences</p>	<p>1.1. -Use of Safari Montage -Incorporate Marzano's High Yield Strategies -Use the components of Open Court/Imagine It to help build background knowledge and experience -Utilize Core Reading Curriculum with fidelity</p>	<p>1.1. -Classroom teacher -Curriculum Resource Teacher -Principal</p>	<p>1.1. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations</p>	<p>1.1. -Edusoft Benchmark Assessments -FAIR -FCAT</p>	
<p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>2012 Current Dropout Rate:*</p>						<p>2013 Expected Dropout Rate:*</p>
	<p><i>During the 2011-2012 school year 12 students were retained</i></p>						<p><i>In 2012-2013 East Lake will have less than 12 retentions</i></p>
<p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>2012 Current Graduation Rate:*</p>	<p>2013 Expected Graduation Rate:*</p>					
	<p><i>98% of the students were promoted to the next grade level during the 2012-2013 school year.</i></p>	<p><i>In 2012-2013 East Lake will maintain a 98% percent promotion rate.</i></p>					
		<p>1.2. East Lake students with limited vocabulary skills</p>	<p>1.2. -Use the components of Open Court/Imagine It to help build background knowledge and</p>	<p>1.2. -Classroom teacher -Curriculum Resource Teacher</p>	<p>1.2. -Progress Monitoring -Open Court/Imagine It! Assessments</p>	<p>1.2. -Edusoft Benchmark Assessments -FAIR -FCAT</p>	

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			experience -Continue use of Elements of Vocabulary -Utilize Success Maker Reading -Utilize Kids College Reading		-Teacher observations	-Success Maker Reports -Kids College Reports
		1.3. East Lake students that are not fluent readers	1.3. -Grade Level Support Team completing bi-weekly fluency timings with students K-5 -Use of Easy CBM and similar fluency tools	1.3. -Classroom teacher -Curriculum Resource Teacher	1.3. -Progress Monitoring -Open Court/Imagine It! Assessments -Teacher observations	1.3. -Edusoft Benchmark Assessments -FAIR -FCAT -Fluency Graphs

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core PLC	Kindergarten-Fifth Grade	Grade Level Support Team	PLC Members	Monthly meetings-Wednesday afternoons	Adult Learning Goals Sheet Discussion- Data meetings, Team meetings	CRT, Principal, Admin Dean
Destination College-Year 2	Grades 3, 4 and 5	Principal, CRT, Guidance, Teacher Reps	Teachers K-5	August 2012 - Ongoing (year 2 implementation)	Create grade level DC notebook for documentation-School/District PDS Online Blogs Teach students: Cornell Notes Self-Advocacy through Guidance Lessons Goal Setting	Teachers, CRT, Principal, DC Team
Response to Intervention	K-5	Staffing Coordinator, Rtl Coach, CRT, Principal	Instructional Staff K-5	Monthly meetings-Tuesday's-Specials	Rtl/Data meetings, classroom visits	Staffing Coordinator, Rtl Coach, CRT, Principal
Turning Point Technology	3-5, Gifted Teacher	Turning Point Technology Representative	Instructional Staff 3-5, Gifted Teacher	September 26, 2012	Discussions about use of strategies in team, staff and data meetings	Classroom Teacher, CRT, Principal
Mobiviews	3-5, Gifted Ed	Gifted Ed	Instructional Staff 3-5, Gifted	September 19, 2012	Discussions about use of strategies	Classroom Teacher, CRT,

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	Teacher	Teacher	Teacher		in team, staff and data meetings	Principal
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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
Imagine It! Curriculum for Grade 5- (Replacing Open Court), Reading Mastery, Early Reading Tutor	Curriculum Materials	Textbook Fund, General Fund	\$0.00 Already accounted for in Reading Plan
Class set of novels for Silent Sustained Reading	Reading Materials	Textbook Fund	\$0.00 Already accounted for in Reading Plan
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide 30 minute daily session for computerized Language Arts and Math	Success Maker	General Fund	\$0.00 Already accounted for in Reading Plan
Provide home link through web based LA and Math computer program	Kids College	Paid 2010-2011 for 2 years- SAI funds	
Classroom Responders- Interactive handheld devices for students to use during lesson.	Turning Point Technologies	PTA	\$0.00 Already accounted for in Reading Plan
Accelerated Reader Program	Accelerated Reading	Media	\$0.00 Already accounted for in Reading Plan
Mobiviews	Mobiview handheld interactive board	PTA	\$8,000
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Graphic Organizers	Teacher Resource Books- All Subjects	Title II	\$0.00 Already accounted for in Reading Plan
RtI staff development to improve intervention and monitoring practices	RtI Team	General Fund	\$0
			<b>Subtotal:</b>
Other			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$8,000</b>			

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

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

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. The East Lake Community not understanding the needs of the school- students and staff	1.1. -Communication -School Messenger -ADDitions Email Group -School events -Meet the Teacher -Open House -Continuous Home/School communication -Teacher based email, newsletters and phone calls -PTA activity -SAC Meetings -Monthly School Newsletter -Math Superstars	1.1. Principal Classroom teachers PTA ADDitions Coordinator SAC Chair	1.1. School Effectiveness Survey PTA Meetings SAC Meetings School Messenger Reports	1.1. School Grade School Recognition -Golden School
<i>To ensure East Lake Elementary School utilizes the parent and community resources to enhance the learning environment for the students and staff</i>	<u>2012 Current level of Parent Involvement:*</u> <i>During the 2011-2012 school year the East Lake ADDitions logged 16,500 volunteer hours</i>	<u>2013 Expected level of Parent Involvement:*</u> <i>East Lake ADDitions volunteers would like to increase the volunteer hours by 10% (18,150 hours)</i>				
		1.2. The East Lake Community not understanding they are an important part of the school and the learning environments	1.2. -School curriculum nights -School sponsored events -Home/School communication -Intervention Groups -UCF Mentors/Volunteers	1.2. Principal Classroom teachers PTA ADDitions Coordinator	1.2. School Effectiveness Survey ADDitions reports- Hours UCF Mentor Log	1.2. School Grade School Recognition -Golden School

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		1.3. Staff not utilizing volunteer hours	1.3. -Home/School communication -School Messenger -Monthly School Newsletter -Math Superstars -Recognizing a room rep K-5	1.3. Principal Classroom teachers PTA ADDitions Coordinator	1.3. School Effectiveness Survey PTA Meetings SAC Meetings	1.3. School Grade School Recognition -Golden School
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**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ADDitions Training	K-5	ADDitions Coordinator, CRT	ADDitions Volunteers, UCF Mentors	August- Initial, ongoing	PTA Meetings, SAC Meetings, Staff discussion, Community Resource hourly logs	ADDitions Coordinator, CRT
Room Rep Training	K-5	Room Rep Coordinator	Volunteer Room Reps	September 2012	PTA Meetings, Teacher Discussion	Room Rep Coordinator, CRT

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$0</b>			

*End of Parent Involvement Goal(s)*

**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:					
<u>STEM Goal #1:</u>  Increase the opportunity for learning experiences in science, technology, engineering and mathematics	1.1.  East Lake students not having the opportunity to engage in STEM learning activities	1.1.  -Schedule a Family Science Night for October 3, 2012 -Participate in Florida Math and Science Week (October 22-26) -Conduct teacher directed bi-weekly science labs -Utilize Purdue Inspire EiE Lab kits	1.1.  -Classroom Teacher -Principal -CRT -Admin Dean	1.1.  -Teacher observation -Classroom walk-throughs -Attendance at Science night	1.1.  -Foresight Science Assessments 1 and 2 -Edusoft Science Fall/Winter -FCAT Science
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fusion Staff Development	K-5	Veronica Franco, Gifted Ed Teacher	K-5 Instructional Staff	On-going	Discussions about use of strategies in team, staff and data meetings	Classroom Teachers, CRT, Principal, Admin Dean
Discovery Science	K-5	Veronica Franco, Gifted Ed Teacher	K-5 Instructional Staff	On-going	Discussions about use of strategies in team, staff and data meetings	Classroom Teachers, CRT, Principal, Admin Dean

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$0</b>

*End of STEM Goal(s)*

**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>  N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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

**CTE Budget (Insert rows as needed)**

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

*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)).

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b> Increase College and Career Awareness through Destination College Year 2 Implementation	2012 Current Level :*	2013 Expected Level :*	East Lake students not being prepared for with the necessary skills to extend education past high school	-Implement Destination College Year 2 activities -Goal Setting -Organizational Skills -Self Advocacy -Study Skills -Cornell Note Taking	Classroom Teacher Principal DC Team	Discussion Team Meetings Staff Meetings	PDS Online Blogs Progress Book FCAT EduSoft
	<i>In 2011-2012, East Lake Elementary implemented 5 of the 9 Destination College components.</i>	<i>In 2012-2013, East Lake Elementary will complete the final 4 of the 9 Destination College components.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			East Lake students lacking organization skills to succeed in the classroom	-Continue use of Eagle Binder with common tabs, subjects and goals -PDS Online Power Points -Organizational Skills	Classroom Teacher Principal DC Team	Discussion Team Meetings Staff Meetings	Progress Books Report Cards FCAT EduSoft
			1.3.	1.3.	1.3.	1.3.	1.3.
			East Lake students not being excited about college or career	-Teach-In -UCF Mentors -Education Students -UCF Men/Women Sports -Create a college/career readiness atmosphere -Utilize Accelerated Reader program to enhance Destination College	Classroom Teacher Principal DC Team PIE Coordinator -Organizes Teach-In	Discussion Team Meetings Staff Meetings	Discussion Team Meetings Staff Meetings

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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
<b>1. Additional Goal</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Additional Goal #2:</b> Increase by 3-5% the number of VPK students who will enter elementary school ready based on FLKRS data (students scoring 70% or above on FLKRS)  14 students from the 2011-2012 class are now enrolled in kindergarten at East Lake. Pending the final results of the 2012 FLKRS results, this section will be completed to determine the number of students who entered kindergarten ready based on the FLKRS assessment.	2012 Current Level :*  <i>In 2011-2012, XXX% of East Lake VPK students entered elementary school ready based on FLKRS data..</i>	2013 Expected Level :*  <i>In 2012-2013, XXX% of VPK students will enter elementary school ready based on FLKRS data.</i>	East Lake parents not having awareness of VPK availability.	-Send out Connect Ed messages to inform community at PreK registration time -Send out information with older siblings -Post information on website regarding VPK registration	-Principal -PreK teacher -Registrar		

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
<b>1. Additional Goal</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Additional Goal #3:</b> Maintain High Fine Arts Enrollment percentage	2012 Current Level :*  <i>During the 2011-2012 school year 43% (91) of the</i>	2013 Expected Level :*  <i>During the 2012-2013 school year 46% of the</i>	Students may not have the opportunity to participate in Fine Arts events.	-Host two Art Night events -Continue to offer 4 <sup>th</sup> /5 <sup>th</sup> grade students the opportunity to participate in chorus and instrument group -Participation in county sponsored symphony field trio for 3 <sup>rd</sup> -5 <sup>th</sup> grade students	Principal Special Area Teachers	-Family Participation in art night events -Student participation in chorus/instrument group	-Student participation in chorus/instrument group -Student participation in art club Students participation in fine arts field trips

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	<i>students in grades 4 and 5 participated in the fine arts clubs.</i>	<i>students in grades 4 and 5 will participate in the fine arts clubs.</i>		-Participation in county sponsored ballet field trip for 2 <sup>nd</sup> grade students			
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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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #4:</b>  <i>Decrease the disproportionate classification in special education</i>	2012 Current Level :*	2013 Expected Level :*	East Lake teachers not understanding the characteristics of gifted students.	-Provide staff development opportunity to assist teachers in identifying the characteristics of gifted students -Assist teachers in using data and the gifted characteristics checklist to refer students	Principal Dean Staffing Specialist Guidance Counselor	Discussion Team Meetings Staff Meetings	Teacher observation Edusoft data FCAT data FAIR data
	<i>In 2011-2012, 27% (20) of students referred for gifted screening were minority students.</i>	<i>In 2012-2013, 30% of students referred for gifted screening will be minority students.</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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates (e.g. , Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	frequency of meetings)		

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$0</b>

*End of Additional Goal(s)*

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**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$12,700</b>
<b>CELLA Budget</b>	<b>Total: \$7,500</b>
<b>Mathematics Budget</b>	<b>Total: \$3,650</b>
<b>Science Budget</b>	<b>Total: \$1,900</b>
<b>Writing Budget</b>	<b>Total: \$0</b>
<b>Civics Budget</b>	<b>Total: N/A</b>
<b>U.S. History Budget</b>	<b>Total: N/A</b>
<b>Attendance Budget</b>	<b>Total: \$0</b>
<b>Suspension Budget</b>	<b>Total: \$1,000</b>
<b>Dropout Prevention Budget</b>	<b>Total:\$8,000</b>
<b>Parent Involvement Budget</b>	<b>Total: \$0</b>
<b>STEM Budget</b>	<b>Total: \$0</b>
<b>CTE Budget</b>	<b>Total: N/A</b>
<b>Additional Goals</b>	<b>Total: \$0</b>
	<b>Grand Total: \$34,750</b>



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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

Are you reward school?  Yes  No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

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

Describe the activities of the SAC for the upcoming school year.
The SAC meets 1x per month through May. We follow the Year-At-A-Glance activities, work with the Recognition Funds Committee to spend A+ money, and discuss the SIP for 2012-2013 as well as develop the SIP for 2013-2014.

Describe the projected use of SAC funds.	Amount

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