

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: W.D. Hartley Elementary	District Name: St. Johns
Principal: Joy C. Taylor	Superintendent: Dr. Joseph Joyner
SAC Chair: Whitney Buell	Date of School Board Approval: 11/13/2012

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

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

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Joy C. Taylor	BA Language Arts Ed, University of Florida; Master of Arts in Reading with certification in Ed Leadership, University of North Florida; certification, English 5-12, Middle Grades, ESOL, Reading (k-12), and School Principal, State of Florida	1	18	<p>WDH: 2011-2012-A-HS Reading, 76%,HS Math, 79%,HS Writing, 93%, HS Sci.,72%, LG Reading,80%, LG Math,76%, LQ Reading,74%, LQ Math,57%</p> <p>SJTHS: 2010-2011-maintaining, 35% Reading proficiency, 41% Math proficiency, 48% LG Reading, 64%LG math, 41%LQ Reading gains, 53% LQ math gains, AYP-no</p> <p>SJTHS: 2009-2010-F, 32% Reading proficiency, 44% Math proficiency,71% writing proficiency, 20%science prof., 41%LG reading., 57% LG. reading, 41% LG math., 55% LQ reading, AYP-no, (82% criteria met)</p> <p>SJTHS 2008-2009-F, 28%HS reading, 34% HSmath, 60%HSwriting, 7%HSsci, , 54%LG reading, 69%LGains math, 66% LQeadingr,71%LQmath, AYP-no(77% criteria met)</p> <p>Ketterlinus Elementary-2007-2008-A,88% HS reading, 81%HS math, 72%LG reading, 64%LG math. 53%LQr,74LQm, AYP-no (92% criteria met)</p> <p>KES,2006-2007-A.87%HS rd, 76% HSm,83%LG rd,56% LGm, 84%LGrd,84% LQr,51%LQm, AYP-no, 95% criteria met).</p>
Assistant Principal	Patrick McGee	BA-Elementary Ed Eastern Michigan University ME-Ed Leadership Walden University	2	2	<p>Hartley Elementary: 2011-2012-A-HS Reading,76%,HS Math, 79%,HS Writing, 93%, HS Sci.,72%, LG Rd,80%, LG Math,76%, LQR,74%, LQM,57%</p> <p>Hartley Elementary: 2010-2011-A,91% Reading proficiency, 91% math proficiency;68% LG Reading, 76% LG math,71% LQ reading LG, 77% LQ math LG, AYP no (92%)</p>

Highly Effective Instructional Coaches

List your school's highly effective 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
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April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated school year)
Instructional Literacy Coach/reading	Shelley Ferrari	B.A. Flagler College ESOL endorsed National Board Certified, Reading Endorsement	12	4	<p>WDH: 2011-2012-A-HS Reading,76%,HS Math, 79%,HS Writing, 93%, HS Sci.,72%, LG Reaingd,80%, LG Math,76%, LQR,74%, LQM, 57%</p> <p>2010-2011-91% Reading proficiency, 91% Math proficiency, 68% LG reading, 76%LG math, 71% LQ reading gains, 77% LQ math gains, AYP no (economically disadvantaged students failed to meet proficiency standards in reading, students with disabilities failed to meet proficiency standards in reading and math.</p> <p>Outstanding success as classroom teacher here for 9 years including exceptional gains and student proficiency.</p>

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Continue to provide a culture of excellence, instructional support and caring.	Principal Joy Taylor, ILC Shelley Ferrari, Teacher mentors	Ongoing	
Continue to foster a true learning community in which teachers are open and willing to have a creative exchange of strategies and best practices.	Principal Joy Taylor, ILC Shelley Ferrari,	Ongoing	
Only highly qualified teachers are considered for open instructional positions.	Principal Joy Taylor, District HR	Ongoing	
New teacher mentors provide support to new hires.	Principal Joy Taylor, Teacher mentors	Ongoing	

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

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
N/A			

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	2% (1)	14% (6)	30% (13)	54% (23)	47% (19)	100% (43)	7%(3)	16% (7)	79% (34)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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

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

Debbie Coates	Shannon Sugrue	Shannon is a first-year teacher serving as the Assoc. Teacher with Mrs. Coates in the 5 th grade. Mrs. Coates is a highly effective teacher who will be able to model instruction and observe and coach Ms. Sugrue in their shared classroom.	Co-planning weekly and as needed, co-teaching, modeling and observing daily. Teacher will provide regular feedback to AT, recommend professional development and arrange for coaching from ILC as needed.
Amy Kelley	Ashley Powers	Mrs. Kelley is a highly effective ESE teacher who will provide direction and support for Mrs. Powers as needed. Ashley is a second year teacher new to Hartley who will also be part of the ESE team.	Co-planning weekly, shared resources and materials, monthly ESE webinar meetings
Rosalind Mason	Amber Phillips	Amber is an experienced teacher new to Hartley who will be paired with second grade teacher, Ms. Mason. Ms. Mason and Ms. Phillips will plan together, co-teach and assess results.	Weekly team planning, regular co-teaching, lesson observations

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III

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

Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal Joy Taylor, Assistant Principal Patrick McGee, ILC Shelley Ferrari, Psychologist Sherry Durr, Speech Pathologist Rachelle McCranie, Guidance Counselor Brigid Garbini, and Behavior Specialist, Josie Bokowski.

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

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 MTSS Leadership Team meets weekly to implement a strategic problem-solving system in order to:

- a. review universal screening data and link results to instructional decisions;
- b. review progress monitoring data at each grade level and homeroom to identify students who are meeting/exceeding benchmarks, or are at moderate or high risk for not meeting benchmarks.
- c. develop individual intervention or enrichment plans based on data above, determine appropriate supplemental materials and support, plan professional development for teachers and provide resources.
- d. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions related to student progress.
- e. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about RtI implementation.

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?

Hartley's SIP is a direct result of the problem solving process used by our RtI team. The RtI Team regularly collaborates to problem solve, share effective practices, evaluate curriculum implementation and interventions, and make decisions related to student progress. Recommendations developed by the RtI team drive goals and strategies reflected in the SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, Progress Monitoring and Reporting Network (PMRN), FLKRS, and Thin Link to help determine progress toward mastery of FCAT 2.0 tested benchmarks. Florida Comprehensive Assessment Test 2.0 (FCAT), Pearson Access, Discovery Education, PerformanceTracker, and eSchoolPlus are used to disaggregate data, determine lowest quartile, "five-star" and "bubble" students based on free and reduced lunch status, ESE, minority and ELL status and previous year's proficiency and gains scores on FCAT 2.0.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Our Literacy Leadership team is comprised of: Instructional Literacy Coach, Grade level Chairs, Media Specialist, Principal, Assistant Principal, Speech teacher and guidance counselor

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

LLT meets monthly to discuss data, issues, and challenges and to plan initiatives and activities related to the development of school-wide literacy. The ILC takes the lead role of the team and plans the agenda. The team secretary records notes which are later shared with teachers. Members gather input and feedback from their grade level teams to share at each meeting and suggest items for future meeting agendas.

April 2012

Rule 6A-1.099811

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

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

Implementing instruction and monitoring progress based on Common Core Curriculum Standards and strategies will be the focus for the coming year. During LLT meetings, a monthly CCSS instructional strategy focus will be discussed and a 5-question study guide prepared to focus further study by the PLC grade level teams. LLT members will facilitate study discussions with their teams and bring back questions and suggestions from their peers. LLC will also assist in planning for professional development related to CCSS.

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.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

****High Schools Only***

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

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Teacher need the knowledge and skills required to move students to FCAT 2.0 mastery.</p> <p>1a 2. Daily instruction and assessments must mirror the rigor and cognitive complexity expected of the FCAT 2.0.</p>	<p>1a. Professional development and PLCs will focus on strategies related to CCSS which will help students build skills at FCAT 2.0- appropriate rigor levels.</p> <p>1a2. Key strategies associated with CCSS will be implemented school-wide in order to expose students to challenging text and tasks required of FCAT 2.0</p>	<p>1a. Principal, Instructional Literacy Coach</p> <p>1a 2. Principal, Instructional Literacy Coach</p>	<p>1a. RtI and Leadership team review the data from progress monitoring including Discovery Education, FCAT 2.0, classroom assessments, Focus Calendar probes, AR Records, Great Leaps & Anecdotal Records.</p> <p>Administration meets monthly with grade level teams to create and plan for assessments which are equal to FCAT 2.0 rigor, length and format.</p>	<p>1a Formative assessments including Discovery Education probes, Discovery Education,, Classroom assessments, AR Records, Great Leaps, anecdotal records, and FCAT 2.0</p> <p>1a 2. Teacher lesson plans, Discovery Education, Discovery Education Probes, curriculum chapter and unit tests, FCAT 2.0</p>		

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

Reading Goal #1a:	2012 Current	2013 Expected					
25% of Hartley's 3 rd -5 th graders will score at achievement level 3 in reading.	Level of Performance:*	Level of Performance:*					
	22%(62)	25%(75)					
Reading Goal #1b:							
<p><i>Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</i></p> <p><u>Reading Goal #1b:</u></p> <p><i>Enter narrative for the goal in this box.</i></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 group:</p>							

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a1. Teachers need the knowledge, skills and strategies necessary to challenge their high achievers.</p>	<p>2a1. Professional development and PLCs will focus on strategies related to CCSS which will help teachers know how to help students build habits of close reading and comprehension of literary and informational text at FCAT 2.0-appropriate rigor levels.</p>	<p>2a1. Principal, ILC</p>	<p>2a.1.Student data will be reviewed by teachers, ILC regularly to determine growth and needs of high achievers</p>	<p>2a.1Professional Development logs, curriculum chapter and unit tests, Discovery Education reports, FCAT 2.0</p>		

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

Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>58% of Hartley's 3rd-5th graders will score at or above achievement levels 4 and 5 in reading</i></p>							
Reading Goal #2b:							

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2b:</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 group:</p>							
	<p>55% <i>(154)</i></p>	<p>58%(177)</p>					
		<p>2a2.Students already scoring at high levels of proficiency need to have access to more challenging curriculum and instruction.</p>	<p>2a2. Teachers will differentiate curriculum and instruction for their higher functioning students.</p>	<p>2a2.. Principal, ILC</p>	<p>2a.2.Lesson plans and classroom observations will reflect appropriate instructional and curricular differentiation for higher functioning students.</p>	<p>2a2. Lesson Plans, Classroom walkthroughs and observations, Discovery Education, FCAT 2.0</p>	

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

		2a3. Students need to be aware of their own progress toward benchmark mastery.	2a3. Teachers will meet regularly with students to review their individual data and set goals for growth	2a3. Classroom teachers	2a3. Teachers' lesson plans reflect scheduled data chats.	2a3. Lesson Plans, Discovery Education probes and Formative Assessments, FCAT 2.0	
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: 3a. FCAT 2.0: Percentage of students making Learning Gains in reading	<u>Anticipated Barrier</u> 3a.1. Teachers must provide effective support, interventions, and enrichment with research-based resources to ensure students at all levels make learning gains.	<u>Strategy</u> 3a.1. Effectively use paraprofessionals, staff, and volunteers to incorporate Read Naturally, Great Leaps, Individualized phonics lessons, and reteach pages to provide individualized and small-group support.	<u>Person Responsible for Progress Monitoring</u> 3a.1. Classroom teachers, ILC	<u>Process Used to Determine Effectiveness of Strategy</u> 3a.1. Regular progress monitoring will help to inform and adjust curriculum and instruction for all students on an ongoing basis.	<u>Evaluation Tool</u> 3a.1. Discovery Education, curriculum chapter and unit tests, FCAT 2.0		

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

Reading Goal #3a: <i>83% of students will make learning gains in reading.</i>							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80%(241)	83%(250)					

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

		3a.2.Rigorous standards and higher cut scores make achieving learning gains more challenging.	3a.2.Teachers will provide curriculum, instruction and formative assessments which reflect FCAT 2.0 rigor.	3a.2.Principal, AP, ILC, Classroom teachers	3a.2.Teachers will use curriculum chapter and unit tests, Discovery Education Probes and progress monitoring tests to regularly track student progress, adjust instruction and intervention and set goals for student growth.	3a.3.Discovery Education, chapter and unit tests, FCAT 2.0	
		3a.3.Teachers must pay close attention to student progress and differentiate instruction as needed.	3a.3 Individual teacher and grade level data from formative assessments will be reviewed regularly to track the progress of every student.	3a.3.Principal, ILC, Grade Level Chairs	3a.3.Teachers will review results from curriculum chapter and unit tests, Discovery Education Probes and progress monitoring tests to regularly track student progress, adjust instruction and intervention and set goals for student growth.	3a.3. Discovery Education, FAIR, chapter and unit tests, FCAT 2.0	
Reading Goal #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>							
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:							
	<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>					

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

<p><u>Reading Goal</u> #4a: 4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</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>4a.1. Teachers need to be aware of who their lowest quartile students are so that they can effectively monitor the progress of these students and provide research-based interventions and support as needed.</p>	<p>4a.1. ILC will meet with teachers to identify their lowest quartile students. 4a2. Teachers and ILC will plan for interventions and support for lowest quartile students. 4a3. Teachers will implement a schedule of support/ interventions and progress monitoring in order to ensure gains for their lowest quartile students.</p>	<p>4a.1. ILC 4a 2. ILC 4a3. Principal</p>	<p>4a.1. Research-based interventions and additional time in small groups, with paraprofessionals and volunteers will be scheduled to provide support as needed. 4a 2. Research-based interventions and additional time in small groups, with paraprofessionals and volunteers will be scheduled to provide support as needed 4a 3. Research-based interventions and additional time in small groups, with paraprofessionals and volunteers will be scheduled to provide support as needed</p>	<p>4a.1. Great Leaps, Read Naturally, Discovery Education and FCAT 2.0 4a2. Great Leaps, Read Naturally, Discovery Education and FCAT 2.0 4a3. Great Leaps, Read Naturally, Discovery Education and FCAT 2.0</p>		

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

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>77% (38) of students in the lowest quartile will make learning gains in reading.</i></p>							
<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4b:</p>							

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

<i>Enter narrative for the goal in this box.</i>							
	74%(36)	77%(38)					
		4a.2.Even struggling students need exposure to text complexity and tasks reflective of FCAT 2.0.	4a.2.Teachers will provide an increasing percentage of text and tasks that challenges but not frustrates lowest quartile students as the year progresses. 4a3. Teachers will provide scaffolds so students can access rigorous text.	4a.2.ILC, Principal, AP	4a.2.Lesson plan reviews, classroom observations and walkthroughs will demonstrate that teachers are using materials which are complex enough to prepare students for the rigors of FCAT 2.0	4a.2.Lesson Plans, Observation instruments	

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

<p>Reading Goal #4b:</p> <p><i>Enter narrative for the goal in this box.</i></p> <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> <p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	4b.1.	4b.1.	4b.1.	4b.1. 4b.2.	4b.1.		
<p>Reading Goal #4b:</p> <p>Pending State Provided Data</p> <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Pending State Provided Data</p>	<p>Pending State Provided Data</p>					

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:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Baseline data 2010-2011	Pending State Provided Data	Pending State Provided Data	Pending State Provided Data	Pending State Provided Data	Pending State Provided Data	Pending State Provided Data
<u>Reading Goal</u> #5B: Pending State Provided Data <i>Enter narrative for the goal in this box.</i>							

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

<p><u>Reading Goal</u> #5B: <i>Enter narrative for the goal in this box.</i></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><u>Reading Goal</u> #5B: <i>Enter narrative for the goal in this box.</i></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>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> <p>Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data 5B.2. Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data</p>		

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

Pending State Provided Data	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Pending State Provided Data White: Black: Hispanic: Asian: American Indian:	Pending State Provided Data <i>this box.</i> White: Black: Hispanic: Asian: American Indian:					
<u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i> Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i></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: 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5C.1. Pending State Provided Data</p>	<p>5C Pending State Provided Data .1.</p>	<p>5C.1 Pending State Provided Data</p>	<p>5C.1. Pending State Provided Data 5C.2.</p>	<p>5C.1. Pending State Provided Data</p>		
<p><u>Reading Goal #5D:</u></p> <p>Pending State Provided Data</p> <p>Based on the analysis of student achievement data, and reference to</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>Pending State Provided Data</p>	<p>Pending State Provided Data</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.3.</p>	

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

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<p><u>Reading Goal</u> <u>#5D:</u></p> <p><i>Enter narrative for the goal in this box.</i></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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><u>Reading Goal</u> <u>#5D:</u></p> <p><i>Enter narrative for the goal in this box.</i></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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data 5D.2.	5D.1. Pending State Provided Data		

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

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Pending State Provided Data</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</p>							
	Pending State Provided Data	Pending State Provided Data					
		5 E.1. Pending State Provided Data	5E.1. Pending State Provided Data	5E.1. Pending State Provided Data	5E.1. Pending State Provided Data	5E1. Pending State Provided Data	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Reading Standards (K,1) and school-wide instructional strategies	K-5	Shelley Ferrari, grade level chairs, District math curriculum coordinator	All teachers and paraprofessionals	Monthly during early release Wednesdays, and more in-depth on PLC Wednesdays	Lesson plan review and classroom walkthroughs	Principal, AP
Marzano Classroom Strategies and behaviors	K-5	Shelley Ferrari, grade level chairs	All teachers	Monthly during early release Wednesdays	Classroom observations, Lesson Plan review	Principal, AP

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
Students will learn reading strategies which will help them to master complex text and tasks.	Additional class sets of non-fiction, complex text-rich books	General operating budget, media center	\$1000
Subtotal: \$1500.00			

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

Strategy	Description of Resources	Funding Source	Amount
Yearly site license for Accelerated Reader Program	Renaissance Place (Accelerated Reader)	Hydro Aluminum	\$3,546.15
Subtotal: \$3,546.15			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Close study of Common Core Standards and Strategies	Copy paper and binders	General operating budget	\$400.00
Subtotal:\$400.			
Total \$4546.15			

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

<p>1. Students scoring proficient in Listening/Speaking.</p>	<p>1.1. Proficient ELL students should continue to be monitored closely while being challenged by curriculum and instruction at appropriate FCAT 2.0 rigor levels.</p>	<p>1.1. ELL students will be placed with ESOL certified teachers who will closely monitor students' progress , challenge them and differentiate instruction accordingly.</p>	<p>1.1.Principal</p>	<p>1.1. Daily work, chapter and unit tests, and formative assessments will determine student progress.</p>	<p>1.1. Curriculum assessments, daily work, Discovery Education, FCAT 2.0</p>	
<p><u>CELLA Goal #1:</u> <i>100% of student will score proficient in Listening/Speaking.</i></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>50% (1)</p>					
<p>Students read in English at grade level text in a manner similar to non-ELL students.</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>	

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

<p>2. Students scoring proficient in Reading.</p>	<p>2.1. ELL students scoring proficient in reading must continue to be challenged at levels equal to their non-ELL peers while being monitored closely for any regression in progress or need for support.</p>	<p>2.1. Teachers will document regular progress monitoring of their ELL students to ensure they continue to progress and excel.</p>	<p>2.1.Principal</p>	<p>2.1. Teachers' ELL logs indicate progress monitoring dates and results for each ELL student. Lesson plans reflect plans for differentiation as needed.</p>	<p>2.1.Discovery Education probes, chapter and unit curriculum assessments, daily work, FCAT 2.0</p>	
<p><u>CELLA Goal #2:</u> <i>100% (2) students will continue to score proficient in Reading.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><i>100% (2)</i></p>					
<p>Students write in English at grade level in a manner similar to non-ELL students.</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><u>CELLA Goal #3:</u> <i>100% (2) students will score proficient in writing.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>	<p>ELL students proficient in writing must continue to be challenged at levels equal to their non-ELL peers while being monitored closely for any regression in progress or need for support.</p>	<p>Teachers will document regular progress monitoring of their ELL students to ensure they continue to progress and excel</p>	<p>Principal</p>	<p>Daily written work and quarterly prompts will be examined on a regular basis to ensure that ELL students are making progress.</p>	<p>Daily written work, quarterly District probes, FCAT Writes</p>
	<p><i>50% (1) scored proficient in writing.</i></p>					

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

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
Practice with school and District writing prompts	None required	n/a	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers not yet ESOL endorsed will work towards completion	n/a	n/a	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.Students who struggle to score at mastery levels may need extra time and support using research-based interventions including support and challenge materials from the Envision adopted curriculum.	1a.1.Teachers and trained support staff will provide extra help to students who struggle to master key math skills using research-based interventions including Smart Tutor and small-group re-teach and challenge activities from adopted curriculum.	1a.1.Classroom teachers, ESE teachers, parapro	1a.1.Regular progress monitoring will indicate student growth and help to inform instruction and interventions.	1a.1.Discovery Education, Chapter and Unit tests from adopted math curriculum, Math Facts in A Flash, Smart Tutor reports FCAT 2.0		

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

<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>39% (119) of Hartley 3rd-5th graders will score at achievement level 3 in mathematics.</i>							
	36%(101)	39%(117)					
		1a.2.Students need to be challenged at the increased cognitive complexity levels reflective of the FCAT 2.0.	1a.2. Instruction, tasks, and assessments will mirror the cognitive complexity and format of FCAT 2.0 and will integrate strategies reflective of CCSS. Professional development will support teachers with this strategy.	1a.2.Principal, classroom teachers	1a.2.Discovery Education probes reflective of FCAT format and complexity will be administered at bi-weekly intervals. Teacher-made tests and integrated real-world projects will challenge students' higher level thinking skills.	1a.2.Discovery Education probes, Discovery Education progress monitoring, teacher-made tests and tasks	
		1a.3.Students need to be aware of their progress toward bench mark mastery in order to establish and work toward personal goals.	1a.3.1. Teachers will meet regularly with students to review assessment results and set goals for improvement.	1a.3.Classroom Teachers	1a.3. Monthly data chats with students in grades 3-5 keep students informed about progress toward benchmark mastery.	1a.3. Discovery Education probes, Discovery Education progress monitoring, chapter and unit tests, CPS reports	

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

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1.Students who are capable of achieving at higher levels need to be challenged with curriculum and instruction which stretches their thinking and learning.</p>	<p>2a.1.Math instruction will require that students collaborate, strategize, analyze, interpret, defend, explain, write and create in a real-world context in order to be better prepared for college and careers and to score at levels 4 and 5 on FCAT 2.0.</p> <p>2a1b.Professional development will help teachers focus on the eight Standards for Mathematical Practice.</p>	<p>2a.1.Principal, District Math Coordinator</p>	<p>2a.1.Regular progress monitoring will indicate student growth, inform instruction and determine the need for additional enrichment.</p>	<p>2a.1.Curriculum chapter and unit tests, Discovery Education Probes Discovery Education Assessments, FCAT 2.0</p>		
<p><u>Mathematics Goal #2a:</u> <i>45% (136) 3rd-5th grade students will score at or above achievement levels 4 and 5 in mathematics.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>42% (119)</p>	<p>45%(136)</p>					

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

		2a.2.Students are more motivated to achieve at higher levels when they are aware of their progress and take part in setting goals toward personal improvement.	2a.2.Teachers will share assessment results with students on a monthly or as-needed basis and assist them in setting goals for improvement.	2a.2.Principal, Grade level chair	2a.2. Regular progress monitoring will indicate student growth, inform instruction and determine the need for additional enrichment.	2a.2. Curriculum chapter and unit tests, Discovery Education Probes Discovery Education Assessments, FCAT 2.0.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. Students need to be challenged with daily instruction, tasks and assessments at cognitive complexity levels required by FCAT 2.0</p>	<p>3a.1. Teachers will supplement the common core curriculum with materials and assessments from Discovery Learning, Exam View Pro and FCAT 2.0-released items.</p> <p>2. Students who failed to make learning gains last year, or who are not mastering benchmarks according to probe data, will be provided additional support through small-group instruction or research-based intervention time with parapro.</p>	<p>3a.1.Principal, AP.</p>	<p>3a.1. Regular progress monitoring will indicate student growth, inform instruction and determine the need for additional enrichment.</p>	<p>3a.1. Progress Monitoring three times a year with Discovery Education; Classroom assessments, Discovery Education Probes, teacher made assessments, FCAT 2.0..</p>		
<p><u>Mathematics Goal #3a:</u> <i>79%(153)4th-5th grade students will make learning gains in mathematics.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>76%(147)</p>	<p>79%(153)</p>					

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

		3a.2. Teachers struggle to find and make time to work with higher functioning students.	3a.2. Daily planning will incorporate time to provide enrichment for higher functioning math students.	3a.2. Principal, Grade level chair, AP	3a.2. Regular progress monitoring will indicate student growth, inform instruction and determine the need for additional enrichment.	3a.2. Progress Monitoring three times a year with Discovery Education; classroom assessments, Discovery Education Probes, teacher made assessments, FCAT 2.0..	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<u>Mathematics Goal #3b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. Students in the lowest 25% often struggle to master basic foundation skills in math.</p>	<p>4a.1. Teachers and Skilled paraprofessionals/volunteers will work one on one and in small groups with lowest quartile students to master basic foundation skills using research-based strategies and interventions.</p>	<p>4a.1. Instructional Literacy coach (ILC), classroom teachers, ESE teachers, RtI team, paraprofessionals, Leadership team, classroom teachers, ESE teachers</p>	<p>4a.1. Regularly review progress monitoring data</p>	<p>4a.1. Progress Monitoring three times a year with Discovery Education; classroom assessments, fluency probes, teacher assessments, FCAT 2.0</p>		
<p><u>Mathematics Goal #4a:</u></p> <p><i>60%(29) of students in lowest 25% will make learning goals in mathematics.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57%(27)</p>	<p>60%(29)</p>					

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

		4a.2. Even lowest 25% students need practice with solving multistep problems reflective of FCAT 2.0 rigor.	4a.2. Teachers will supplement math curriculum with instruction and assessments from Discovery Education, Exam View Pro and FCAT 2.0-released items.	4a.2. Instructional Literacy coach (ILC), classroom teachers, ESE teachers, RtI team, parapro	4a.2. RtI, Leadership team, classroom teachers, ESE teachers Regularly review progress monitoring data	4a.2. Progress Monitoring three times a year with Discovery Education; District Formative Assessments, classroom assessments, fluency probes, teacher assessments, FCAT 2.0	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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 Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 Pending State Provided Data</p>						
<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Pending State Provided Data Black: Hispanic: Asian: American Indian:</p>	<p>5B.1. Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data</p>	<p>5B.1. Pending State Provided Data</p>		

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

<u>Mathematics Goal #5B:</u> Pending State Provided Data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending State Provided Data White: Black: Hispanic: Asian: American Indian:	Pending State Provided Data White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Pending State Provided Data	5C.1. Pending State Provided Data	5C.1. Pending State Provided Data	5C.1. Pending State Provided Data	5C.1. Pending State Provided Data		
<u>Mathematics Goal #5C:</u> Pending State Provided Data	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	Pending State Provided Data	Pending State Provided Data					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data	5D.1. Pending State Provided Data		

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

<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Pending State Provided Data							
	Pending State Provided Data	Pending State Provided Data					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Pending State Provided Data	5E.1. Pending State Provided Data	5E.1. Pending State Provided Data	5E.1. Pending State Provided Data	5E.1. Pending State Provided Data		

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

<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Pending State Provided Data							
	Pending State Provided Data	Pending State Provided Data					
		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)).

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

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

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

		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Mathematics Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<p><u>Mathematics Goal #2a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<p><u>Mathematics Goal #2b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<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 group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<p><u>Mathematics Goal #3a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Mathematics Goal #3b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<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 group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<p><u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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

<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p><u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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

<u>Mathematics Goal #5B:</u>	<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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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

<p>Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<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>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

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

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

<u>Mathematics Goal #5E:</u>	<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>					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

gh School	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1:	<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>						
		1.2.	1.2.	1.2.	1.2.	1.2.		

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

	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.	
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<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
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

<p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3.1.	3.1.	3.1.	3.1.	3.1.		
<p>Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
<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 group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
	Mathematics Goal #4: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

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

<p><u>Algebra Goal #3A:</u></p> <p><i>Enter narrative for the goal in this box.</i></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>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Algebra Goal #3B:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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

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

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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	
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		

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

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

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

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

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

	<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	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	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.	
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		

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<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>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS standards and strategies	K-5	ILC, Grade-level chairs	Teachers, grade level teams	Ongoing early release Wednesdays	Grade level teams and RtI team regularly review progress monitoring data	Principal

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math Facts in a Flash		PTO	

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

Subtotal:\$2,072.			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$2,072.			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achieveme						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1.Students must be challenged in daily work and assessments at the same cognitive complexity levels required of the FCAT 2.0.	1a.1. Teachers will utilize newly adopted science curriculum and supplementary materials including related websites and will assign tasks and assessments which challenge students at appropriate rigor levels	1a.1.Principal, AP	1a.1.Lesson plans and classroom walkthroughs indicate that lessons are appropriately challenging, while regular progress monitoring indicates student growth toward mastery of standards.	1a.1. Teacher Lesson Plans, walkthrough instruments. Discovery Education bi-weekly probes, chapter and unit tests, Discovery Education three times per year, FCAT 2.0.		
<u>Science Goal #1a:</u> <i>41% (36) of students will score at achievement level 3 in science.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38% (34)	41%(36)					

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

		1a.2.Students benefit from the learning that results from writing in response to reading and studying science text.	1a.2.Teachers will instruct students in informational text dependent writing related to their science studies	1a.2.Principal	1a.2..Lesson plans and classroom walkthroughs indicate that lessons are appropriately challenging, while regular progress monitoring indicates student growth toward mastery of standards.	1a.2. Teacher Lesson Plans, walkthrough instruments. ,Discovery Education bi-weekly probes, chapter and unit tests, Discovery Education three times per year, FCAT 2.0	
		1a.3Student interest in science needs to be nurtured in order to inspire them to learn more about how science relates to our world.	1a.3.Discovery Science videos will be shown daily in the cafeteria before school to all children waiting for teacher pick up. 1a4. Teachers will use science labs to give students the hands on experiences they often need to grasp key concepts.	1. Assistant Principal	1a.3.Science Discovery Education and FCAT 2.0 scores will reflect improvement	1a.3.Discovery Education, FCAT 2.0	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Science Goal #1b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					

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

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1.Students capable of scoring at higher levels need to be challenged sufficiently to help them stretch and grow.	2a.1.Teachers will differentiate instruction for high achievers using enrichment activities from newly adopted curriculum, supplementary materials and websites and also provide opportunities for them to collaborate and create with other students.	2a.1.Principal, AP	2a.1.Teachers will progress monitor students regularly in order to inform and adjust instruction as needed.	2a.1. Discovery Education probes, adopted curriculum chapter and unit tests, Discovery Education three times per year and teacher-made assessments.		
<u>Science Goal #2a:</u> <i>37%(33) of 5th grade students will score at or above achievement levels 4 and 5 in science.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	34% (30)	37% (33)					

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

		2a.2.Students benefit from examining their own progress and setting goals.	2a.2.Teachers will meet regularly with students to inform them of their progress and assist them in setting personal goals.	2a.2.Principal, ILC	2a.2.Teacher lessons plans will reflect scheduled data chats with students.	2a.2.Lesson Plans, Walkthrough observation instruments	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<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>					

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science	Problem-						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Goals	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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 Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to						

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

	Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Biology Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD focused on newly-adopted text delivered by lead teachers in PLCs	K-5	Science lead teachers	PLC (all teachers by grade levels)	8/28/12	Lesson plans and classroom walkthroughs will reflect effective science instruction.	Principal
In grade level PLCs, teachers will plan lessons and strategies together including differentiation activities effective in meeting the needs of students at all levels.	K-5	Grade level chairs	PLC lesson study	ongoing	Lesson plans and classroom walkthroughs will reflect effective science instruction at appropriate complexity levels for all students.	Principal

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
Professional Development	Human resources only	n/a	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will utilize NGConnect	NGConnect	N/A	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD on NGConnect will ensure teachers utilize resource with fidelity	NGConnect	N/A	0

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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		

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

<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1a.1. Teachers may need professional development in order to provide effective instruction related to writing opinion pieces, informative/explanatory texts and narratives required by CCSS.</p>	<p>1a.1. Writing-focused professional development will be provided for all teachers.</p>	<p>1a.1. Principal, ILC</p>	<p>1a.1. Classroom teachers regularly review students' writing prompts, and RtI Team will regularly review progress monitoring data.</p>	<p>1a.1. District created writing prompts, FCAT Writes 2.0</p>		
<p><u>Writing Goal #1a:</u> <i>96% of 4th grade students will score at Achievement level 3 and higher in writing.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>93% (85)</p>	<p>96% (96)</p>					
		<p>1a.2. Maintaining historically strong school-wide performance in writing will be a challenge considering new scoring requirements.</p>	<p>1a.2. Continue student teacher conferencing, PLCs to share best writing practices and review writing prompts at all grade levels. Increase the use of mentor texts and Common Core exemplars.</p>	<p>1a. 2. RtI Team and classroom teachers</p>	<p>1a.2. Classroom teachers regularly review students' writing prompts and RtI Team will regularly review progress monitoring data.</p>	<p>1a.2. District- created writing prompts, FCAT Writes</p>	

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

		Ia.3.Teachers will need to learn and implement Common Core strategies in order to help students become more proficient writers.	Ia.3.Integrate text-defended writing across all content areas.	Ia.3.Principal	Ia.3.Classroom teachers review District writing prompt results and plan in response to results.	Ia.3.Daily writing assignments, District Prompts, FCAT Writes	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	Ib.1.	Ib.1.	Ib.1.	Ib.1.	Ib.1.		
Writing Goal #1b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Standards	K-2, 3-5	Sheila Veatch	Classroom teachers	10/2012	Lesson plan review, classroom walkthroughs	Principal

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
Language Arts Literacy Specialist provides professional development for classroom teachers	n/a	n/a	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Grade level PLCs will follow Professional Development activity	n/a	n/a	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

* 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		

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

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

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Civics Goal #2: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <i>Please note that each</i></p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Civics Budget (Insert rows as needed)

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

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

Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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

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

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

U.S. History Professional Development

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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

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

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1 Parents sometimes underestimate the importance of regular attendance to school.	1.1. Principal will continuously communicate to parents and students the importance of regular attendance through the school newsletter, AlertNow messages and website postings.	1.1.Principal	1.1.RTI team meets weekly to review attendance data and plan for intervention when necessary	1.1.eSchoolPlus data		

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

Attendance Goal #1: <i>98% of students will maintain regular attendance</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	98%					
	<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>					
	150	125					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	99	85					
		1.2.Students need to understand and appreciate the importance of regular daily attendance.	1.2.Recognize and reward students who have consistently strong attendance. Assemblies and coupons provided by business partners celebrate attendance.	1.2.Principal, Guidance Counselor	1.2. Data Entry Operator will review attendance and generate lists of those who deserve recognition or require intervention.	1.2.eSchoolPlus attendance records	
		1.3.Parents of persistently absent students need to be held accountable for student attendance.	1.3.The attendance referral packet process will be followed for students who miss 20 or more days of school so that parents will be notified by District of impending consequences.	1.3.Principal, Guidance Counselor	1.3.eSchoolPlus attendance data will be reviewed. RtI team will inspect attendance data on a regular basis and develop interventions for students with high absenteeism..	1.3. eSchoolPlus attendance records	

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
In grade level PLCs, teachers will research strategies and brainstorm to address absenteeism at their grade level.	K-5	Grade Level Chairs	Grade Level PLCs	Ongoing	Review of Attendance Data	Principal, AP

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
Mailout notices of attendance concerns	Postage budget line	Postage/operating budget	\$250.00
Subtotal:\$250.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$250.			

End of Attendance Goals

Suspension Goal(s)

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

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

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

<p>1. Suspension</p>	<p>1. A minority of students consistently present the majority of disruptive behaviors.</p> <p>2. Students are easily influenced by negative media and peer pressure.</p> <p>3. Some students may lack positive adult role models in their lives.</p>	<p>1.1. Identify students early in the year for RtI intervention who present behavioral challenges and could benefit from a behavior plan.</p> <p>1.2. Utilize behavioral specialist to provide support to teachers of disruptive students</p> <p>2. Continue to implement Character Counts curriculum and publicly recognize students and staff for honorable character.</p> <p>3. Establish mentorships for students who lack positive adult role models.</p>	<p>1.1 Principal, Assistant Principal, RtI team</p> <p>1.2 Behavioral Specialist</p> <p>2. Principal, Guidance Counselor,</p> <p>3. Guidance Counselor</p>	<p>1.1. RtI team review of discipline data</p> <p>2. Student and school-wide discipline data will be reviewed weekly by RTI team</p> <p>2. RtI team review of discipline data</p> <p>3. RtI team review of discipline data</p>	<p>1.1. eSchoolPlus, discipline referrals, behavior plans, discipline data</p> <p>1.2. eSchoolPlus, discipline data</p> <p>2. eSchoolPlus, discipline referrals, behavior plans, discipline data</p> <p>3. eSchoolPlus, discipline referrals, behavior plans, discipline data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal #1: <i>The number of disciplinary infractions resulting in suspensions in or out of school will be reduced.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	12	10					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	9	7					

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each</small>							
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Suspension Budget (Insert rows as needed)

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

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

Total:			
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End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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

	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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)			

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

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

End of Dropout Prevention Goal(s)

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						

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

	Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.1 An increase in the number of parents returning to the work force due to economic reasons makes it more challenging for parents to be involved at school.</p>	<p>1.1.1 Active personal recruitment of volunteers</p> <p>2. Continued emphasis on Parent/Teacher conferences</p> <p>3. Advertise volunteer opportunities through bi-weekly newsletter and Hartley Webpage.</p> <p>4. Continue our volunteer breakfast to train new and returning volunteers.</p> <p>5. Continue volunteer luncheon in spring to recognize volunteers.</p> <p>6. Horace Mann's "Donors' Choose" program allows stakeholders to help the school fund classroom projects.</p> <p>7. Angel Tree during winter holidays allows stakeholders to assist needy Hartley families with gifts and</p>	<p>1.1 Administration, Volunteer Coordinator, Guidance Counselor</p>	<p>1.1 SAC survey data will be reviewed to determine percentage of parents involved at Hartley.</p>	<p>1.1 SAC/ Accreditation Surveys</p> <p>Sign in rosters</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		food. 8. Evening workshops will be offered to families on bullying, cyber safety and CCSS .					
<i>100% of parents will respond to SAC Parent Survey that they have participated in school activities in some capacity during the year</i>	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	99%	100%					
		1.2.Reaching our minority and free/reduced lunch families and getting them to be more involved is an ongoing challenge.	1.2.1.Active personal recruitment of volunteers 2.Continued emphasis on Parent/Teacher conferences 3.Advertise volunteer opportunities through weekly newsletter and Hartley Webpage. 4.Continue our volunteer breakfast to train new and returning volunteers. 5.Continue volunteer luncheon in spring to show our appreciation.	1.2.administration, volunteer coordinator	1.2.SAC/Accreditation surveys will be reviewed to measure parental involvement/volunteerism.	1.2.SAC/Accreditation surveys	

Parent Involvement Professional Development

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Teachers will continue to be involved in PTO and SAC to provide input and support in planning for parent involvement initiatives.</p>	<p>K-5</p>	<p>SAC Chair, principal</p>	<p>Teacher volunteers</p>	<p>Ongoing</p>	<p>SAC staff surveys will be reviewed to determine level of involvement</p>	<p>Principal, SAC Chair</p>

Parent Involvement Budget

<p>Include only school-based funded activities/materials and exclude district funded activities /materials.</p>			
<p>Evidence-based Program(s)/Materials(s)</p>			
<p>Strategy</p>	<p>Description of Resources</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Volunteer Breakfast/Luncheon</p>	<p>Business partner donations will be solicited to pay for refreshments</p>	<p>Principal’s discretionary fund or business partner donations</p>	<p>\$600.00</p>

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

Subtotal:\$600.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$600.			

End of Parent Involvement Goal(s)

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

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

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

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

<p>STEM Goal #1: <i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

Professional Development (PD) aligned with						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Families can benefit from support from the school in developing the character of their children.	1.1..Integrate Character Counts in daily curriculum and culture.	1.1.Guidance counselor	1.1.eSchoolPlus discipline and attendance records will reflect that Hartley students have fewer discipline infractions	1.1.eSchoolPlus, SAC Parent Surveys		
<u>Additional Goal #1:</u> <i>Hartley will continue to use Character Counts in order to encourage students to integrate the seven pillars of character in their daily lives.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>100% students participate in the Character Counts Program</i>	<i>100% students will continue to participate in the Character Counts Program</i>					

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

		1.2.Students need instruction and practice related to character development.	1.2.2.Classroom guidance lessons incorporate the Character Counts! Pillars	1.2.Guidance counselor	1.2..eSchoolPlus discipline and attendance records will reflect that Hartley students have fewer discipline infractions	1.2.eSchoolPlus	
		1.3.Celebrating character across the school will help to reinforce behavioral expectations for all.	1.3.3.Continue Character Counts Recognition Program which includes the display of pictures of monthly honorees who demonstrate Character Counts! Pillars	1.3.Guidance Counselor	1.3..eSchoolPlus discipline and attendance records will reflect that Hartley students have fewer discipline infractions	1.3.eSchoolPlus, SAC Parent Surveys	
		Students benefit from being involved in charitable activities which help them to practice the pillars of character	4.Jump Rope for Hearts, Thanksgiving canned food drive, Holiday Angel Tree and Clothing Closet activities involve students in activities related to charitable giving.	Guidance Counselor	School Activities Calendar reflects that charitable activities are a priority at Hartley	School Activities Calendar	

Additional Goals Professional Development

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

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

Teachers will discuss in PLCs ways to integrate character development into lessons.	K-5	Grade level chairs	Teachers	Ongoing	Weekly grade level meetings and monthly PLCs will include time to plan for character instruction	Principal

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
A monthly Character counts Assembly will be held to recognize students with exemplary character.	Funds are needed to purchase certificates and rewards as well as for refreshments for assembly attendees	Donations from parents and business partners	\$600.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$600.			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$5446.15.
Mathematics Budget	Total:\$2072.
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:\$250.
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:\$600.
Additional Goals	Total:

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

Grand Total:\$8,368.15

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

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

SAC team will develop satisfaction surveys for parents and staff and review last year's survey results and school data to provide input for the development of the 2012-2013 School Improvement Plan. SAC will approve the distribution process for school recognition funds which is developed with input from all staff. SAC will make recommendations related to school improvement throughout the year and approve recommendations for expenditures of SAC funds if applicable.

Describe the projected use of SAC funds. N/A

Amount

No funds available at this time.