FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: **LAKE WESTON ELEMENTARY SCHOOL**	District Name: **ORANGE**
Principal: **MR. JOHN DOBBS**	Superintendent: **DR. BARBARA JENKINS**
SAC Chair: Lisa Marie Lewis	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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	John Dobbs	B.A.: Elementary Education M.S.: Educational Leadership Certifications: Elem. Ed. K-6 School Leadership K-12	8 years	14 years	Ambitious but achievable Annual Measurable Objectives for 202-2013 Reading Proficiency are as follows: 48% of all students, 47% of Black/African American, 44% of Hispanic, 47% of White, 42% of English Language Learners, 20% of Students with Disabilities, 48% of Economically Disadvantaged Ambitious but achievable Annual Measurable Objectives for 202-2013 Math Proficiency are as follows: 54% of all students, 52% of Black/African American, 54% of Hispanic, 58% of White, 52% of English Language Learners, 27% of Students with Disabilities, 54% of Economically Disadvantaged 2011-2012 Grade B (463 points)

					2010-2011 Grade: A (529 points) High Standards: 59 % High Standards in Reading, 69% High Standards in Math,91% High Standards in Writing, 47% High Standards in Science 58% Learning Gains in Reading, 71% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 75% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, and English Language Learners= 85% No Subgroup met Reading Proficiency; All Math Subgroups, with exception of ELL, met Math proficiency 2009-2010 Grade: B (501 points) 60 % High Standards in Reading, 65% High Standards in Math,75% High Standards in Writing, 28% High Standards in Science 58% Learning Gains in Reading, 74% Learning Gains in Math 60% Lowest 25% Learning Gains in Reading, 81% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, and English Language Learners= 87% No Subgroup met Reading Proficiency; All Math Subgroups, with exception of Black, met Math proficiency 2008-2009 Grade: B (516 points) 61 % High Standards in Reading, 59% High Standards in Math, 97% High Standards in Writing, 30% High Standards in Science 63% Learning Gains in Reading, 65% Learning Gains in Math 68% Lowest 68% Learning Gains in Reading, 73% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities = 97% All Subgroups met Reading proficiency; All Subgroups, with the exception of SWD, met Math proficiency 2007-2008 Grade: C (455 points) 54 % High Standards in Reading, 52% High Standards in Math, 88% High Standards in Writing, 29% High Standards in Science 55% Learning Gains in Reading, 60% Learning Gains in Math 54% Lowest 25% Learning Gains in Reading, 63% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 67% No Subgroups met Reading proficiency; No Subgroups met Math proficiency 2006-2007 Grade: D (431 points) 55 % High Standards in Reading, 40% High Standards in Math, 90% High Standards in Writing, 14% High Standards in Science 56% Learning Gains in Reading, 49% Learning Gains in Math 50% Lowest 25% Learning Gains in Reading, 73% Lowest 25% Learning Gains in

					Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, and English Language Learners= 69% No Subgroup met Reading Proficiency; No Subgroup, met Math proficiency AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 67% Only Subgroup Black met Reading proficiency; No Subgroups met Math proficiency 2005-2006 Grade: B (383 points) 56 % High Standards in Reading, 79% High Standards in Math,, 89% High Standards in Writing 53% Learning Gains in Reading, 69% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 85% Only Subgroups Black and Economically Disadvantaged met Reading proficiency; Only Black, Economically Disadvantaged, and SWD Subgroups met Math proficiency 2004-2005 Grade: C (326 points) 60 % High Standards in Reading, 47% High Standards in Math,, 41% High Standards in Writing 56% Learning Gains in Reading, 55% Learning Gains in Math 67% Lowest 25% Learning Gains in Reading AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 70% Only Black, Hispanic, and ED Subgroups met Reading proficiency; Only Black, ED, and SWD Subgroups met Math proficiency
Assistant Principal	Elizabeth Hooven	B.S. Elementary Education M.S. : Educational Leadership Certifications: Educational Leadership K-12 Elementary Ed 1-6	0 year (new to school for 2012-2013)	0 year (new to school for 2012-2013)	No Historical Data as an Assistant Principal Ambitious but achievable Annual Measurable Objectives for 202-2013 Reading Proficiency are as follows: 48% of all students, 47% of Black/African American, 44% of Hispanic, 47% of White, 42% of English Language Learners, 20% of Students with Disabilities, 48% of Economically Disadvantaged Ambitious but achievable Annual Measurable Objectives for 202-2013 Math Proficiency are as follows: 54% of all students, 52% of Black/African American, 54% of Hispanic, 58% of White, 52% of English Language Learners, 27% of Students with Disabilities, 54% of Economically Disadvantaged

Instructional Coaches

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

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Irene Velez	B.S. Elementary Education M.S Reading Curriculum and Instruction Certification: Elementary Ed. K-6 Reading K-12 ESOL K-12 Endorsed	8 years	0 year (new to position for 2012-2013)	No Historical Data as a Reading Coach Ambitious but achievable Annual Measurable Objectives for 202-2013 Reading Proficiency are as follows: 48% of all students, 47% of Black/African American, 44% of Hispanic, 47% of White, 42% of English Language Learners, 20% of Students with Disabilities, 48% of Economically Disadvantaged 2011-2012 Grade B (463 points) 2010-2011 Grade: A (529 points) 2009-2010 Grade: B (501 points) 2008-2009 Grade: B (516 points) 2007-2008 Grade: C (455 points) 2006-2007 Grade: D (431 points) 2005-2006 Grade: B (383 points)
Math	Linda Charlesworth	B.S.: Elementary Education Certification: Elem. Ed. K-5	1 year	1 year	Ambitious but achievable Annual Measurable Objectives for 202-2013 Reading Proficiency are as follows: 48% of all students, 47% of Black/African American, 44% of Hispanic, 47% of White, 42% of English Language Learners, 20% of Students with Disabilities, 48% of Economically Disadvantaged Ambitious but achievable Annual Measurable Objectives for 202-2013 Math Proficiency are as follows: 54% of all students, 52% of Black/African American, 54% of Hispanic, 58% of White, 52% of English Language Learners, 27% of Students with Disabilities, 54% of Economically Disadvantaged 2012-2013 Grade: B (463 points)
Curriculum Resource Teacher	Nancy Hamby	B.S.: Elementary Education Certification: Elem. Ed. K-5	14 years	10 years	Ambitious but achievable Annual Measurable Objectives for 202-2013 Reading Proficiency are as follows: 48% of all students, 47% of Black/African American, 44% of Hispanic, 47% of White, 42% of English Language Learners, 20% of Students with Disabilities, 48% of Economically Disadvantaged Ambitious but achievable Annual Measurable Objectives for 202-2013 Math Proficiency are as follows: 54% of all students, 52% of Black/African American, 54% of Hispanic, 58% of White, 52% of English Language Learners, 27% of Students with Disabilities, 54% of Economically Disadvantaged 2011-2012 Grade B (463 points) 2010-2011 Grade: A (529 points) 59 % High Standards in Reading, 69% High Standards in Math,91% High Standards in Writing, 47% High Standards in Science 58% Learning Gains in Reading, 71% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 75% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, and

					English Language Learners= 85% No Subgroup met Reading Proficiency; All Math Subgroups, with exception of ELL, met Math proficiency 2009-2010 Grade: B (501 points) 60 % High Standards in Reading, 65% High Standards in Math,75% High Standards in Writing, 28% High Standards in Science 58% Learning Gains in Reading, 74% Learning Gains in Math 60% Lowest 25% Learning Gains in Reading, 81% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, and English Language Learners= 87% No Subgroup met Reading Proficiency; All Math Subgroups, with exception of Black, met Math proficiency 2008-2009 Grade: B (516 points) 61 % High Standards in Reading, 59% High Standards in Math, 97% High Standards in Writing, 30% High Standards in Science 63% Learning Gains in Reading, 65% Learning Gains in Math 68% Lowest 68% Learning Gains in Reading, 73% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities = 97% All Subgroups met Reading proficiency; All Subgroups, with the exception of SWD, met Math proficiency 2007-2008 Grade: C (455 points) 54 % High Standards in Reading, 52% High Standards in Math, 88% High Standards in Writing, 29% High Standards in Science 55% Learning Gains in Reading, 60% Learning Gains in Math 54% Lowest 25% Learning Gains in Reading, 63% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 67% No Subgroups met Reading proficiency; No Subgroups met Math proficiency 2006-2007 Grade: D (431 points) 55 % High Standards in Reading, 40% High Standards in Math, 90% High Standards in Writing, 14% High Standards in Science 56% Learning Gains in Reading, 49% Learning Gains in Math 50% Lowest 25% Learning Gains in Reading, 73% Lowest 25% Learning Gains in Math AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, and English Language Learners= 69% No Subgroup met Reading Proficiency; No Subgroup, met Math proficiency AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 67% Only Subgroup Black met Reading proficiency; No Subgroups met Math proficiency

					2005-2006 Grade: B (383 points) 56 % High Standards in Reading, 79% High Standards in Math,, 89% High Standards in Writing 53% Learning Gains in Reading, 69% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 85% Only Subgroups Black and Economically Disadvantaged met Reading proficiency; Only Black, Economically Disadvantaged, and SWD Subgroups met Math proficiency 2004-2005 Grade: C (326 points) 60 % High Standards in Reading, 47% High Standards in Math,, 41% High Standards in Writing 56% Learning Gains in Reading, 55% Learning Gains in Math 67% Lowest 25% Learning Gains in Reading AYP Criteria for Subgroups Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners= 70% Only Black, Hispanic, and ED Subgroups met Reading proficiency; Only Black, ED, and SWD Subgroups met Math proficiency
Staffing Specialist	Adrian Allen	B.S. : Special Education M.S. of Special Education Ed.S. Educational Leadership Certification: Varying Exceptionalities K-12 Emotionally Handicap K-12 Educational Leadership K-12	8 year (new to school for 2012-2013)	0 year (new to school for 2012-2013)	No Historical Data as Staffing Specialist
Curriculum Compliance Teacher	Vanessa Guillen	B.S. Early Childhood M.S. Reading Education Certification: Elem. Ed. PK-3 Reading Education K-12 ESOL Endorsed K-12	8 years	0 year (new to position for 2012-2013)	2011-2012 Grade: B (463 points) Ambitious but achievable Annual Measurable Objectives for 202-2013 Reading Proficiency are as follows: 48% of all students, 47% of Black/African American,44% of Hispanic, 47% of White, 42% of English Language Learners, 20% of Students with Disabilities, 48% of Economically Disadvantaged Ambitious but achievable Annual Measurable Objectives for 202-2013 Math Proficiency are as follows: 54% of all students, 52% of Black/African American, 54% of Hispanic, 58% of White, 52% of English Language Learners, 27% of Students with Disabilities, 54% of Economically Disadvantaged 2010-2011 Grade: A (529 points) 2009-2010 Grade: B (501 points) 2008-2009 Grade: B (516 points) 2007-2008 Grade: C (455 points) 2006-2007 Grade: D (431 points) 2005-2006 Grade: B (383 points)

<u>Effective and Highly Effective Teachers</u>

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

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

Description of Strategy	Person Responsible	Projected Completion Date
1. All teachers at Lake Weston Elementary are highly qualified and certified in their subject area(s). Teachers are recruited, interviewed, and hired based on the Orange County Public School recruitment, screening, and hiring procedures. To retain highly qualified teachers, to assist in effective teacher instruction, and to monitor student progress, Lake Weston Elementary provides extensive staff development opportunities as well as additional curriculum resources and materials as needed. Teacher effectiveness is observed, monitored, and supported with regular classroom visits and iObservation by school administration. Administrators and school personnel work collaboratively with district personnel department, and attend district and state sponsored recruiting fairs to recruit high quality and highly qualified teachers.	Principal/Assistant Principal	On-going/as needed

Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
NONE	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
42	12% (5)	10% (4)	36% (15)	43% (18)	50% (21)	100% (42)	34% (14)	0% (0)	76% (32)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ketsia Nortelus	Katharina Devault	Ms. Nortelus serves as the 2nd Grade Team Leader. Ms. Nortelus has been a teacher leader for 5 years, all of which have been at Lake Weston. Of those 5 years, she is currently in her 2nd year as a 2nd grade teacher and has also taught Kindergarten and 1st Grade. Ms. Nortelus holds a BS degree in Elementary Education. and is certified in grades K-6.	Lake Weston Elementary has a Teacher Mentoring Program that is led by our Instructional Coach and supported by our Curriculum Resource Teacher and Literacy Coach, who are trained in working with our school, adopted reading programs. Instructional resource team members work collaboratively with school administration providing observational feedback to administration. As the leader of our Teacher Mentoring Program, our Instructional Coach provides support to our beginning teachers and to teachers that are new to Lake Weston Elementary School. In addition, each new teacher is assigned a teacher leader as a mentor. Our Teacher Mentor Program is also open to any teacher requesting additional assistance. Monthly meetings with mentees and mentors are held to discuss areas of concern, celebrations, and professional growth.

Lake Weston is fortunate to have a Math and Reading Coach on campus to provide subject specific assistance to our teachers. There is also a Curriculum Resource Teacher who is trained in the I-Observation System to observe instruction and provide support and feedback. |
Nicole Brook	Jeanne Pellitier	Ms. Brooke serves as the 3rd Grade Team Leader. Ms. Brooke has been teaching for 6 years, all of which have been at Lake Weston. She is entering her 5th year as a 3rd grade teacher and spent her first year teaching as a Kindergarten teacher. Ms. Brooke has a BS in Elementary Education with a minor in communication. Ms. Brooke holds certification in Elementary Education PreK-3 and is ESOL Endorsed	
Shari Brinkley	Jacqueline Michaels	Ms. Binkley is a valued member of the 4th grade team. Ms. Brinkley is entering her 16th year of teaching of which 7 years have been at Lake Weston. Ms. Brinkley has spent her career teaching 4th grade. Ms. Brinkley has a BS in Elementary Education and is currently certified in Elementary Education 1-6 and is ESOL Endorsed.	
Vanessa Guillen	Linda Gonzalez	Ms. Guillen serves as both an instructional coach and our curriculum compliance teacher. While she is in her first year as an instructional coach and curriculum compliance teacher, she is a veteran staff member of the school serving Lake Weston for the past 8 years. In her 11 years as an educator she has instructed in Kindergarten, 3rd grade, and as a 3rd grade reading intervention teacher. As an instructional leader, she holds degrees in both early childhood education and reading. She is certified in early childhood, reading K-12, and endorsed in ESOL K-12.	
Krystal Boga	Adrian Allen	Ms. Allen serves as our Staffing Specialist. While this is her first year at Lake Weston, she comes to us as a veteran educator with 14 years of experience. In those 14 years of experience includes 6 years as a staffing specialist, 5 years as an exceptional education teacher, and 3 years as an instructional coach/dean. She holds multiple degrees including a bachelor and master in special education, a specialist degree in educational leadership. As an instructional leader, she holds certification in the area of varying exceptionalities K-12, emotionally handicapped K-12, and educational leadership K-12.	

Additional Requirements

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

*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
Lake Weston Elementary is a Title I school providing additional federal funding to assist in the instruction of high-needs students. Title I funds are used to fund a reading coach, math coach, and paraprofessionals as well as additional curriculum materials and instructional resources. Staff members, resource teachers, curriculum programs, and additional resources purchased using Title I funds are used directly for the benefit of the varying needs of students identified as at-risk using FAIR, FCAT, EduSoft Benchmark assessments, and the Response-to-Intervention process. Support and instruction is provided to the identified students on a daily basis. A portion of our Title I funds are allocated towards the cost of staff development and parental involvement activities. Lake Weston Elementary has a Voluntary Pre-Kindergarten unit (VPK) onsite. Additionally, there are two Head Start units housed at Lake Weston. Funding from Title I and Title II will be designated for instructional and curriculum resources and professional development opportunities that will be utilized to increase student achievement. The Neighborhood Center for Families (NCF) is also located on the campus of Lake Weston Elementary. The NCF is a family-friendly community agency that provides children and families with a multitude of valuable services within their communities and is provided by the Citizens' Commission for Children. Additionally, Lake Weston has the ALPHA program, which is a grant-funded program, providing character education to students in grades K-3.
Title I, Part C- Migrant
Currently, there are no students/families participating in the Migrant Education program.
Title I, Part D
N/A
Title II
For Title II (State grants improving teacher quality), the U.S. Department of Education developed non-regulatory guidance to explain how State educational agencies, local educational agencies, and State agencies for higher education can effectively use Title II, Part A funds to ensure that all teachers are highly qualified and effective. Lake Weston Elementary utilizes available Title II funds to obtain substitute teachers, allowing classroom instructors professional development opportunities during the school day. During the 2012- 2013 school year, Lake Weston instructional staff will participate in two rounds of Lesson Study. These funds will allow us to provide substitutes for teachers to collaborate on the development of highly effective instructional strategies and lessons.
Title III
Title III funds are used to provide support for the English Language Learner population. Services such as materials, resources, and support are provided through the district office to insure equal opportunities to all students.
Title X- Homeless
School-based personnel, with the support of the district, participate in the referral process for homeless to assist in meeting the needs of the students. Donations from the community include food, clothing, and school supplies helping insure that students have available resources needed to be successful in school. We are fortunate to have the Neighborhood Center for Families on-site to provide additional resources for our families in need.
Supplemental Academic Instruction (SAI)
Supplemental Academic Instruction funds are used to pay certified teachers for additional tutoring instruction outside the teacher's contracted time and outside the curriculum block schedule. Teachers work with students who are identified as at risk students, bubble students, or as a member of one or more of the AYP subgroups.

Violence Prevention Programs
Orange County Public Schools works with Orlando Police Department and the Orange County Sheriff's Department in the Magic program for 5th grade students to help prevent violence and drug use. Lake Weston Elementary has an administrative dean to assist students and teachers with behavior and discipline. Lake Weston Elementary also has the Positive Behavior Support and is a Ruby Payne trained school. The students of Lake Weston participate in Red Ribbon Week Activities, Cultural Awareness programs, and life skills. Lake Weston has received a grant to implement the Olweus Bullying Prevention Program. This will continue to be a school wide initiative to decrease bullying and violence, which is one of the most difficult issues students face today. It is designed to create a safe and positive school environment in which students learn and develop. The Olweus Bullying Prevention Program is dedicated in providing awareness of the characteristics and behaviors of bullying so students would know how to handle bullying situations.
Nutrition Programs
Lake Weston Elementary offers the Universal Breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. We are designated as a PROVSION II school, meaning all students are eligible to receive free breakfast and lunch on a daily basis. This designation will remain in place for the next two school years and during this time parents do not have to submit meal applications. Our PE department includes instruction in athletics, dance, nutrition, health, fitness training, and wellness. Lake Weston Elementary has quarterly Healthy School Team meetings. The Healthy School Team also assesses the health and nutrition needs by completing the School Health Index and developing plans for implementation.
Housing Programs N/A
Head Start
Lake Weston Elementary houses two Head Start units, operated by Orange County Head Start, a National Head Start Association Program.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other **N/A**

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

*Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)*school-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal Assistant Principal Curriculum Resource Teacher Reading Coach Math Coach Instructional Coach/Curriculum Compliance Teacher Staffing Specialist, School Psychologist
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 Response to Intervention (RtI) team serves as a catalyst to promote change within the school focusing on student progress, student achievement, and school improvement. Through the delivery model of service, the team provides supports to the school and teachers as it relates to academic and behavioral concerns. Meeting on a monthly basis, the team will focus on CORE curriculum areas, school based curriculum, methods of instruction, school based resources, and the classroom environment to continually increase student progress, student achievement, and school improvement. The team focuses on disaggregation of student data, grade level instructional focus calendars, instructional pacing, differentiated instruction, and prior and current interventions being implemented. Members of the RtI school based team will meet with grade levels, and individual teachers, to assess the progress of identified students who currently receive interventions and students needing the added benefits of the RtI process. In the disaggregation of student, teacher, and school day, trends will be identified as they relate to the RtI process of intervening. Also being evaluated within the RtI will be the effectiveness of current intervention plans determining the need to continue or modify. The principal and assistant principal will monitor lesson plans and classroom instruction on a weekly basis to ensure quality CORE instruction and quality interventions are occurring within the classroom for appropriate students. The principal and assistant principal will oversee the administration of summative and formative assessments, collection of data reports, disaggregation of student data, data meetings, and instructional plans as they align to student data. The RtI team will assist teachers in the Florida Continuous Improvement Model as they regularly assess students using EduSoft mini-assessments to determine if students need reinstruction and intervention on disaggregated data. The principal and the assistant principal will assume responsibility in providing to the RtI team, school based leadership team, curriculum coaches, and teachers data results, disaggregation of data, data trainings, and other appropriate professional development as it relates to the RtI process and student achievement. Assisting teachers in best practices, the reading coach and math coach will model, guide, and assist teacher with high-yield instructional strategies, skills, and techniques as it relates to increasing student achievement. Additionally, the math and reading coach will be responsible for responding to the disaggregated data specific to their curriculum focus developing and implementing professional development in their area of specialty. Assisting exceptional education teachers, resource teachers, and classroom based teacher, the staffing specialist will respond to the appropriate data proving RtI training and data tracking of exceptional education students and students involved in the RtI process. Strategies, resources, and materials will be provided as needed to assist in the instruction of exceptional education students and students making minimal learning gains within the RtI process. The compliance teacher will be responsible for monitoring the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant and necessary resources are provided.

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

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members of the RtI leadership team also serve as members of the School Advisory Council. We develop the SIP within the School Advisory Council meetings. There is an ongoing process to review and discuss the School Improvement Plan goals. During the meetings, the team will address the School Improvement Plan goals and objectives not being met by the identified data. Based on discussion and review, instructional focus will be adjusted to provide needed staff development opportunities that will assist teachers with effective delivery of Tier 1, 2, and 3 instruction/interventions to student.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Reading: FAIR, EduSoft Benchmark Assessments, EduSoft Mini-Assessments, Imagine It Benchmark Assessments, Accelerated Reading, STAR, Riverdeep Math: Online EduSoft Benchmark Assessment, Pearson enVision Programmatic scores, FASTT Math and Moby Math (K-3), STmath (4-5), FASTT Math Science: EduSoft Benchmark Assessment, Florida Fusion Programmatic assessments and scores.
Describe the plan to train staff on MTSS. The school-based RtI Leadership Team received training through Orange County Public Schools. The staffing specialist and school psychologist, who also serve as a member of the district RtI team, will support the RtI Leadership Team in administering training and staff development to teachers new to Orange County Public Schools and to veteran teachers new to OCPS who are not familiar with the RtI process. Staff members who have had prior training will continue to receive ongoing professional development by members of the school based leadership team on RtI updates and changes, instructional strategies, data disaggregation, and differentiated instruction. The district RtI team will continue to be solicited on an on-needed basis to support the RtI integration and implementation process. In previous school years, the district RtI team provided school based support in overview training of tiered levels of support, appropriate resources for intervening, and the documentation process using data.
Describe the plan to support MTSS. Lake Weston has developed a structured plan to provide grade level instruction to all students and necessary interventions for struggling students. Under such structured plan, all students will receive Tier I grade level instruction using the adopted school curriculums. Students not meeting academic standards in the Tier I level will receive additional Tier II services during the 30-minute intervention block occurring outside the additional 90-minute reading block using scientifically based research materials. Students, including exceptional education students, who continue to show minimal academic gains, as measured by ongoing progress monitoring, will receive additional Tier III instruction using comprehensive core intervention materials. Teachers will receive appropriate professional development on the supplemental resources and the tools being used to assist them in the process of documenting the data of implemented interventions. Additional and ongoing support will continue to occur as it relates to the process of implementing RtI. Administrative team members, under the guidance of the principal and assistance principal, assigned to the individual grade level teams will monitor the implementation of RtI at each level and determine the need for support. Teams are required to submit weekly updates from their Professional Learning Communities, including information of targeted students.

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

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

Identify the school-based MTSS leadership team.

Principal

Assistant Principal,

Curriculum Resource Teacher

Reading Coach

Math Coach

Instructional Coach/Curriculum Compliance Teacher

Staffing Specialist

School Psychologist

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 Response to Intervention (RtI) team serves as a catalyst to promote change within the school focusing on student progress, student achievement, and school improvement. Through the delivery model of service, the team provides supports to the school and teachers as it relates to academic and behavioral concerns. Meeting on a monthly basis, the team will focus on CORE curriculum areas, school based curriculum, methods of instruction, school based resources, and the classroom environment to continually increase student progress, student achievement, and school improvement. The team focuses on disaggregation of student data, grade level instructional focus calendars, instructional pacing, differentiated instruction, and prior and current interventions being implemented. Members of the RtI school based team will meet with grade levels, and individual teachers, to assess the progress of identified students who currently receive interventions and students needing the added benefits of the RtI process. In the disaggregation of student, teacher, and school day, trends will be identified as they relate to the RtI process of intervening. Also being evaluated within the RtI will be the effectiveness of current intervention plans determining the need to continue or modify. The principal and assistant principal will monitor lesson plans and classroom instruction on a weekly basis to ensure quality CORE instruction and quality interventions are occurring within the classroom for appropriate students. The principal and assistant principal will oversee the administration of summative and formative assessments, collection of data reports, disaggregation of student data, data meetings, and instructional plans as they align to student data. The RtI team will assist teachers in the Florida Continuous Improvement Model as they regularly assess students using EduSoft mini-assessments to determine if students need reinstruction and intervention on disaggregated data. The principal and the assistant principal will assume responsibility in providing to the RtI team, school based leadership team, curriculum coaches, and teachers data results, disaggregation of data, data trainings, and other appropriate professional development as it relates to the RtI process and student achievement. Assisting teachers in best practices, the reading coach and math coach will model, guide, and assist teacher with high-yield instructional strategies, skills, and techniques as it relates to increasing student achievement. Additionally, the math and reading coach will be responsible for responding to the disaggregated data specific to their curriculum focus developing and implementing professional development in their area of specialty. Assisting exceptional education teachers, resource teachers, and classroom based teacher, the staffing specialist will respond to the appropriate data proving RtI training and data tracking of exceptional education students and students involved in the RtI process. Strategies, resources, and materials will be provided as needed to assist in the instruction of exceptional education students and students making minimal learning gains within the RtI process. The compliance teacher will be responsible for monitoring the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant and necessary resources are provided.

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

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

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members of the RtI leadership team also serve as members of the School Advisory Council. We develop the SIP within the School Advisory Council meetings. There is an ongoing process to review and discuss the School Improvement Plan goals. During the meetings, the team will address the School Improvement Plan goals and objectives not being met by the identified data. Based on discussion and review, instructional focus will be adjusted to provide needed staff development opportunities that will assist teachers with effective delivery of Tier 1, 2, and 3 instruction/interventions to student.

<div align="center">MTSS Implementation</div>

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Reading: FAIR, EduSoft Benchmark Assessments, EduSoft Mini-Assessments, Imagine It Benchmark Assessments, Accelerated Reading, STAR, and Riverdeep Math: Online EduSoft Benchmark Assessment, Pearson enVision Programmatic scores, FASTT Math and Moby Math (K-3), STmath (4-5), FASTT Math Science: EduSoft Benchmark Assessment, Florida Fusion Programmatic assessments and scores.
Describe the plan to train staff on MTSS. The school-based RtI Leadership Team received training through Orange County Public Schools. The staffing specialist and school psychologist, who also serve as a member of the district RtI team, will support the RtI Leadership Team in administering training and staff development to teachers new to Orange County Public Schools and to veteran teachers new to OCPS who are not familiar with the RtI process. Staff members who have had prior training will continue to receive ongoing professional development by members of the school based leadership team on RtI updates and changes, instructional strategies, data disaggregation, and differentiated instruction. The district RtI team will continue to be solicited on an on-needed basis to support the RtI integration and implementation process. In previous school years, the district RtI team provided school based support in overview training of tiered levels of support, appropriate resources for intervening, and the documentation process using data.
Describe the plan to support MTSS. Lake Weston has developed a structured plan to provide grade level instruction to all students and necessary interventions for struggling students. Under such structured plan, all students will receive Tier I grade level instruction using the adopted school curriculums. Students not meeting academic standards in the Tier I level will receive additional Tier II services during the 30-minute intervention block occurring outside the additional 90-minute reading block using scientifically based research materials. Students, including exceptional education students, who continue to show minimal academic gains, as measured by ongoing progress monitoring, will receive additional Tier III instruction using comprehensive core intervention materials. Teachers will receive appropriate professional development on the supplemental resources and the tools being used to assist them in the process of documenting the data of implemented interventions. Additional and ongoing support will continue to occur as it relates to the process of implementing RtI. Administrative team members, under the guidance of the principal and assistance principal, assigned to the individual grade level teams will monitor the implementation of RtI at each level and determine the need for support. Teams are required to submit weekly updates from their Professional Learning Communities, including information of targeted students.

Literacy Leadership Team (LLT)

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

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

Literacy Leadership Team (LLT)
School-Based Literacy Leadership Team

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

Principal

Assistant Principal

Reading Coach

Curriculum Resource Teacher

Math Coach

Instructional Coach

Staffing Specialist

Kindergarten Team Leader

First Grade Team Leader

Second Grade Team Leader

Third Grade Team Leader

Fourth Grade Team Leader

Fifth Grade Team Leader

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

The Literacy Leadership Team meets monthly and is led by the Reading Coach. All information is communicated to classroom teachers via their representative on the LLT, the team leader. The LLT insures that the core reading program is used effectively as a resource and is responsible for our progress in the OCPS K-12 Reading Plan. The Leadership Literacy team ensures literacy needs, goals, and expectations for Lake Weston are clearly defined as determined by school data. The Literacy Leadership Team also ensures teachers, students, and parents are provided with the necessary resources and support to ensure the expectations of a sound literacy program. The Literacy Leadership Team will work to strengthen literacy across the curriculum and content areas, provide intervention and support for struggling readers, build and support a culture of literacy within the school and community, and provide support and professional development to teachers to improve instruction.

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

This year, a major initiative of the Literacy Leadership Team will be to implement with fidelity the Florida Continuous Improvement Model through and Instructional Focus Calendar. Using EduSoft benchmark assessments, teachers will formulate small groups during the 90-minute reading block instructing students at their assessed levels. Data, I-Observation, and Literacy Leadership Team Meetings will provide feedback as to needed resources and professional development supporting the goals and plan of the school-wide literacy plan.   The Literacy Leadership Team will also work with the teachers, students, parents, and community to instill a love of literature. The Literacy Leadership Team will host a Literacy Night for parents, students, and staff. Additionally, instructional staff members, with the support and guidance of administration and the instructional resource team, will

participate in book study and lesson study in reading regarding the highly engaged classroom, and there will also be an incentive program for students who reach their individual goals each quarter in Accelerated Reader.

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.

In May of each school year, the Lake Weston Pre-K class and the Orange County Head Start students housed on campus tour the Kindergarten classrooms of Lake Weston Elementary. The objective of the tour is to provide students with an opportunity to interact with Kindergarten teachers and the Kindergarten classroom setting as they prepare to soon transition to the regular elementary school setting. When registering a child for Pre-Kindergarten and Kindergarten at Lake Weston Elementary, parents are provided and welcomed with the opportunity to schedule a visit to the Pre-Kindergarten and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified Pre-Kindergarten and Kindergarten teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher preplanning week as well as participate in Kindergarten Open House during school-wide Open House occurring in September. Lake Weston also hosts the "First Day of School Event". During this event, parents are invited to visit their child's Kindergarten classroom and participate in a welcome activity. Shortly after the classroom visits, parents are invited to the welcome activity where Lake Weston staff members share information on resources available to parents and students.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

*High Schools Only

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

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

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

August 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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. The need to find adequate time for teachers to locate, develop, and implement multiple sources that support whole and small group instruction	1A.1. Continue to utilize Imagine It! Reading Curriculum as the CORE reading curriculum while building teachers ability to draw from multiple resources	1A.1. Principal, Assistant Principal, School Leadership Team	1A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.1. FAIR data; PLC agendas; Imagine It Weekly Assessments
Reading Goal #1A: In an effort to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan and to insure that Lake Weston Elementary students receive quality reading instruction, the 2013 target point for student scoring a Level 3 on FCAT 2.0 Reading assessment is 29. Therefore, students tested in Reading in grades 3-5 scoring a Level 3 will increase from 26% to 29%, an increase of 3%.	2012 Current Level of Performance:* In grades 3-5, 26% (61) of students achieved mastery on the 2012 FCAT 2.0 Reading assessment.	2013 Expected Level of Performance:* In grades 3-5, 29% (73) of students tested will achieve mastery on the 2013 FCAT 2.0 Reading assessment, an increase of 3 percentage points.					
			1A.2. The need to provide ongoing training and support for K-2 Common Core Implementation	1A.2. K-1st will transition into Common Core during the 1st and 2nd nine weeks with full implementation during the 3rd and 4th nine weeks; common core will be evident in lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level	1A.2. Administrators, School Leadership Team, Instructional Coaches	1A.2. iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans	1A.2 FAIR, Ongoing Progress Monitoring, iObservation, Student Data Matrix

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

		1A.3. The need to provide ongoing training support to 2nd Grade continued instruction of while implementing the shifts of Common Core Standards	1A.3. 2nd Grade will implement NGSS during the 1st and 2nd nine weeks transitioning to Common Core the 3rd and 4th nine weeks using the identified shirts as provided by the Reading Coach and administration; NGSS and Common Core will be evident in lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level	1A.3. Administrators, School Leadership Team, Instructional Coaches	1A.3. iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans	1A.3. FAIR, Ongoing Progress Monitoring, iObservation, Student Data Matrix
		1A.4. The need to provide ongoing training and support to 3rd, 4th, and 5th grade as they continue to provide an intense focus on the implementation and instruction of the NGSSS	1A.4. 3rd - 5th Grade Instructional staff will continue to implement the Next Generation Sunshine State Standards into their lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level	1A.4. Administrators, School Leadership Team, Instructional Coaches	1A.4. iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans	1A.4. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
		1A.5 The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	1A.5. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	1A.5. Administrators, School Leadership Team, Instructional Coaches	1A.5. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.5. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
		1A.6. The need to promote and increase independent reading among students	1A.6. Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement.	1A.6. Administrators, School Leadership Team, Instructional Coaches, Teachers	1A.6. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.6. AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans

		1A.7. The need to increase parental involvement as it relates to their students development in reading	1A.7. Host a Literacy night for parents, families and students	1A.7. Administrators, School Leadership Team, Instructional Coaches, faculty and staff	1A.7. Parent participation; sign in sheets	1A.7. Parent Sign in sheet
		1A.8 The need to provide and support computer-based reading programs to support, instruction, interventions and enrichment	1A.8. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	1A.8. Administrators, School Leadership Team, Instructional Coaches	1A.8. Imagine It Benchmark Assessment/ Riverdeep data and reports	1A.8. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
		1A.9. The need to decrease the gaps in teacher knowledge increase the use of common language as they relate to the Common Core Standards	1A.9. Provide professional development for instructional staff on updated standards and skills to be assessed on the PARCC Exam	1A.9. Teachers in grades K-2.	1A.9. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.9. FAIR
		1A.10. The lack of positive role models exposure for our student population and limited exposure to College and Career Readiness	1A.10. Continued use of Destination College in grades 3-5	1A.10. Teachers in grades 3-5	1A.10. Weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.10. Teacher Lesson Plans, PLC agendas, Student Notebooks
		1A.11. The need to decrease the percentage of students who struggle with grade level core reading instruction	1A.11. Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level.	1A.11. RtI Leadership Team and grade level teachers.	1A.11. RtI meetings.	1A.11. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2.0 2013 grades
		1.A.12 The financial cost of continued implementation of Lesson Study	1A.12. All instructional staff will receive training in the Lesson Study process. Each grade level will implement two cycles of the lesson study process.	1A.12. Administrators, School Leadership Team, Instructional Coaches.	1A.12. Administrative observation by Principal and Asst. Principal, as well as members of the School Leadership Team, discussion and feedback during PLC meeting.	1A.12. FAIR, EduSoft Reading Assessment, Student Data Matrix FCAT 2013 results.
		1.A.13 Continual monitoring and support of implemented strategies as suggested in the book provided as part of book study	1.A.13 All instructional staff will receive a copy of Marzano's Highly Engaged classroom and will participate in a book study	1.A.13 Administrators, School Leadership Team	1.A.13 Discussion during the last Wednesday each month in grade level PLC meetings	1.A.13 I-Observation, classroom walk through
		1.A.14 Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching,	1.A.14 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data	1.A.14 Administrators, School Leadership Team	1.A.14 Biweekly data meetings with grade levels	1.A.14 EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results

			assessing, and regrouping based on formative data for reteach or enrichment	from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments.			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. The need to promote and increase independent reading among students	2A.1 Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement.	2A.1. Administrators, School Leadership Team, Instructional Coaches, Teachers	2A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	2A.1. AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans
Reading Goal #2A: Once students have achieved mastery on the FCAT 2.0 Reading Assessment, it is imperative that they continue to demonstrate growth and deepen their level of reading comprehension. The 2013 target point for student scoring a Level 4 or 5 on FCAT 2.0 Reading assessment is 19. Therefore, students tested in Reading in grades 3-5 scoring a Level 4 or 5 will increase from 16% to 19%, an increase of 3%.	2012 Current Level of Performance:* In grades 3-5, 16% (38) of students performed above proficiency as demonstrated on the 2012 FCAT 2.0 Reading Assessment.	2013 Expected Level of Performance:* In grades 3-5, 19% (48) of students will perform above proficiency as demonstrated on the 2013 FCAT 2.0 Reading Assessment.					

			2A.2. The need to provide and support computer-based reading programs to support, instruction and enrichment	2A.2. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	2A.2. Administrators, School Leadership Team, Instructional Coaches	2A.2. Imagine It Benchmark Assessment/ Riverdeep data and reports	2A.2. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
			2A.3. The need to find adequate time for teachers to locate, develop, and implement multiple sources that support whole and small group instruction	2A.3. Continue to utilize Imagine It! Reading Curriculum as the CORE reading curriculum while building teachers ability to draw from multiple resources	2A.3. Principal, Assistant Principal, School Leadership Team	2A.3. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans.	2A.3. FAIR data; PLC agendas; Imagine It Weekly Assessments
			2A.4. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for enrichment	2A.4. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments.	2A.4. Administrators, School Leadership Team	2A.4. Biweekly data meetings with grade levels	2A.4. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: N/A.	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.*					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. The need to schedule and provide adequate support	3A.1. 30-minute Intervention block outside the 90-minute	3A.1. Administrators, School Leadership Team,	3A.1. iObservation; weekly grade-level PLC (Professional Learning	3A.1. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT

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

Reading Goal #3A: In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to insure that our students receive quality reading instruction, the 2013 point target for students making learning gains on the FCAT 2.0 reading assessment is 8. This is an increase from 64% (2012) to 67 % (2013), as determined by the 2012 FCAT 2.0 Reading assessment.	2012 Current Level of Performance:* In grades 3-5, 64% (150) of the students tested, made learning gains as demonstrated on the 2012 FCAT 2.0 Reading assessment.	2013 Expected Level of Performance:* In grades 3-5, 67% (163) of the students tested, will make learning gains as demonstrated on the 2013 FCAT 2.0 Reading .assessment.	personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	reading block and Leadership will push in to provide intervention to Tier 3 students	Instructional Coaches	Communities) meetings; lesson plans	Simulated Assessments, Student Data Matrix and FCAT 2013
			3A.2. The need to promote and increase independent reading among students	3A.2. Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement.	3A.2. Administrators, School Leadership Team, Instructional Coaches, Teachers	3A.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	3A.2. AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans
			3A.3. The need to provide and support computer-based reading programs to support, instruction, interventions and enrichment	3A.3. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	3A.3. Administrators, School Leadership Team, Instructional Coaches	3A.3. Imagine It Benchmark Assessment/ Riverdeep data and reports	3A.3. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
			3A.4. The need to find adequate time for teachers to locate, develop, and implement multiple sources that support whole and small group instruction	3A.4. Continue to utilize Imagine It! Reading Curriculum as the CORE reading curriculum while building teachers ability to draw from multiple resources	3A.4. Principal, Assistant Principal, School Leadership Team	3A.4. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans.	3A.4. FAIR data; PLC agendas; Imagine It Weekly Assessments
			3A.5. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach or enrichment	3A.5. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments.	3A.5. Administrators, School Leadership Team	3A.5. Biweekly data meetings with grade levels	3A.5. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	4A.1. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	4A.1. Administrators, School Leadership Team, Instructional Coaches	4A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	4A.1. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
Reading Goal #4A: In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to insure that our students receive quality reading instruction, the 2013 point target for the lowest 25% of students making learning gains on the FCAT reading is 8. We will increase from 55% to 58% of the lowest 25% of grades 3-5 students who make learning gains in reading.	2012 Current Level of Performance:* In grades 3-5, 55% (32) of the lowest 25% of the students made learning gains on the 2012 FCAT 2.0 Reading assessment.	2013 Expected Level of Performance:* In grades 3-5, 58% (23) of the lowest 25% of students tested on the 2013 FCAT 2.0 Reading assessment will make learning gains.	4A.2. The need to provide and support computer-based reading programs to support, instruction, interventions and enrichment	4A.2. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	4A.2. Administrators, School Leadership Team, Instructional Coaches	4A.2. Imagine It Benchmark Assessment/ Riverdeep data and reports	4A.2. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
			4A.3. The need to find adequate time for teachers to locate, develop, and implement multiple sources that support whole and small group instruction	4A.3. Continue to utilize Imagine It! Reading Curriculum as the CORE reading curriculum while building teachers ability to draw from multiple resources	4A.3. Principal, Assistant Principal, School Leadership Team	4A.3. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans.	4A.3. FAIR data; PLC agendas; Imagine It Weekly Assessments
			4A.4. The need to decrease the percentage of students who struggle with grade level core reading instruction	4A.4. Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level.	4A.4. RtI Leadership Team and grade level teachers.	4A.4. RtI meetings.	4A.4. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2.0 2013 grades
			4A.5. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach and intervention	4A.5. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments.	4A.5. Administrators, School Leadership Team	4A.5. Biweekly data meetings with grade levels	4A.5. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results

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

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Reading Goal #4B: N/A	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.*						
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 37% of all students		42% of all students	48% of all students	53% of all students	58% of all students	63% of all students	69% of all students
Reading Goal #5A: According to the 2012 Annual Measurement Objectives report, our subgroups consist of the following categories of students: Black, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged. In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for all subgroups is to increase the level of students scoring a Level 3 or above on the FCAT 2.0 Reading by a minimum of 5% (targets for each subgroup are listed in the 2013 Expected Level of Performance).								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	5B.1. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	5B.1. Administrators, School Leadership Team, Instructional Coaches	5B.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5B.1. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013	
Reading Goal #5B: Lake Weston Elementary School seeks to insure that every student demonstrates academic proficiency. Annual Measurement Objectives target goal provide obtainable goals for various subgroups of students and provides	2012 Current Level of Performance:* According to the 2012 AMO, subgroups scored proficient as follows: Black: 36% (46) Hispanic: 33% (28) White: 36% (10)	2013 Expected Level of Performance:* In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program,	5B.2. The need to promote and increase independent reading among students	5B.2. Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of	5B.2. Administrators, School Leadership Team, Instructional Coaches, Teachers	5B.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5B.2. AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	

accountability for the learning achievement of every student.		the goal for our subgroups by ethnicity are **47% (65) of Black/African American, 44% (34) of Hispanic, and 47% (11) of White will be proficient as measured by FCAT 2.0, an increase of 11% for our Black subgroup, 11% for our Hispanic Subgroup, and 11% for our White Subgroup.**		the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement.		
			5B.3. The need to provide and support computer-based reading programs to support, instruction and interventions	5B.3. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	5B.3. Administrators, School Leadership Team, Instructional Coaches	5B.3. Imagine It Benchmark Assessment/ Riverdeep data and reports	5B.3. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
			5B.4. The need to find adequate time for teachers to locate, develop, and implement multiple sources that support whole and small group instruction	5B.4. Continue to utilize Imagine It! Reading Curriculum as the CORE reading curriculum while building teachers ability to draw from multiple resources	5B.4. Principal, Assistant Principal, School Leadership Team	5B.4. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans.	5B.4. FAIR data; PLC agendas; Imagine It Weekly Assessments
			5B.5. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach and intervention	5B.5. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	5B.5. Administrators, School Leadership Team	5B.5. Biweekly data meetings with grade levels	5B.5. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results
			5B.6. The need to decrease the percentage of students who struggle with grade level core reading instruction	5B.6. Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level	5B.6. RtI Leadership Team and grade level teachers.	5B.6. RtI meetings.	5B.6. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2.0 2013 grades
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	5C.1. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	5C.1. Administrators, School Leadership Team, Instructional Coaches	5C.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5C.1. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
Reading Goal #5C: Lake Weston Elementary School seeks to insure that every student demonstrates academic	2012 Current Level of Performance:* According to 2011-2012 AMO reports, **30%**	2013 Expected Level of Performance:* In order to meet the Superintendent's 11 Essential Outcomes,					

proficiency. Annual Measurement Objectives target goal provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student.	**(19) of ELL** students scored at or above grade level in READING on the FCAT 2.0 READING ASSESSMENT.	the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for ELL subgroup is that **42% (25) of English Language Learners will be proficient as measured by FCAT 2.0, an increase of 12%.**	5C.2. Limited acquisition of English language	5C.2. Identification of simple words	5C.2. Curriculum Compliance Teacher, classroom teacher	5C.2. Formative and summative assessments, portfolio	5C.2. CELLA, FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
			5C.3. Limited knowledge of phonetic language	5C.3. Verbal identification of letter names, letter sounds, and wood families	5C.3. Curriculum Compliance Teacher, classroom teacher	5C.3. Formative and summative assessments, portfolio	5C.3. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
			5C.4. The need to promote and increase independent reading among students	5C.4. Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement	5C.4. Administrators, School Leadership Team, Instructional Coaches, Teachers	5C.4. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5C.4. AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans
			5C.5. The need to provide and support computer-based reading programs to support, instruction and interventions	5C.5. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5, Riverdeep for students in grades 3-5, and Imagine It Learning for identified ELL students	5C.5. Administrators, School Leadership Team, Instructional Coaches	5C.5. Imagine It Benchmark Assessment/ Riverdeep Imagine It Learning data and reports	5C.5. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
			5C.6. The need to find adequate time for teachers to locate, develop, and implement multiple sources that support whole and small group instruction	5C.6. Continue to utilize Imagine It! Reading Curriculum as the CORE reading curriculum while building teachers ability to draw from multiple resources	5C.6. Principal, Assistant Principal, School Leadership Team	5C.6. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans.	5C.6. FAIR data; PLC agendas; Imagine It Weekly Assessments
			5C.7. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach and intervention	5C.7. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	5C.7. Administrators, School Leadership Team	5C.7.. Biweekly data meetings with grade levels	5C.7. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results

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

			5C.8. The need to decrease the percentage of students who struggle with grade level core reading instruction	5C.8. Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level	5C.8. RtI Leadership Team and grade level teachers.	5C.8. RtI meetings.	5C.8. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2.0 2013 grades
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	5D.1. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	5D.1. Administrators, School Leadership Team, ESE Resource teacher Instructional Coaches	5D.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5D.1. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
Reading Goal #5D: Lake Weston Elementary School seeks to insure that every student demonstrates academic proficiency. Annual Measurement Objectives target goal provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student.	2012 Current Level of Performance:* According to 2011-2012 AMO reports, **less than 5% (3)** of Students With Disabilities scored at or above grade level in READING on the FCAT 2.0 READING ASSESSMENT.	2013 Expected Level of Performance:* In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for Students with Disabilities subgroup is that **20% (6) of Students with Disabilities will be proficient as measured by FCAT 2.0, an increase of 20%.**	5D.2. The need to promote and increase independent reading among students	5D.2. Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement	5D.2. Administrators, School Leadership Team, ESE Resource Teachers, Instructional Coaches, Teachers	5D.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5D.2. AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans
			5D.3. The need to provide and support computer-based reading programs to support instruction and intervention	5D.3. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	5D.3. Administrators, School Leadership Team, Instructional Coaches	5D.3. Imagine It Benchmark Assessment/ Riverdeep data and reports	5D.3. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
			5C.4. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach and intervention	5C.4. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	5C.4. Administrators, School Leadership Team	5C.4. Biweekly data meetings with grade levels	5C.4. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results

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

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

			5C.5.	5C.5.	5C.5.	5C.5.	5C.5.
			The need to decrease the percentage of students who struggle with grade level core reading instruction	Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level	RtI Leadership Team and grade level teachers.	RtI meetings.	FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2.0 2013 grades
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	5E.1. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	5E.1. Administrators, School Leadership Team, Instructional Coaches	5E.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5E.1. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
Reading Goal #5E: Lake Weston Elementary School seeks to insure that every student demonstrates academic proficiency. Annual Measurement Objectives target goal provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5E.2. The need to provide and support computer-based reading programs to support, instruction and interventions	5E.2. Continue to utilize the Imagine It! Website weekly to improve reading skills of students in grades 2-5 and Riverdeep for students in grades 3-5	5E.2. Administrators, School Leadership Team, Instructional Coaches	5E.2. Imagine It Benchmark Assessment/ Riverdeep data and reports	5E.2. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013 results (grades 3-5)
	According to 2011-2012 AMO reports, **37% (89) of Economically Disadvantaged** students scored at or above grade level in READING on the FCAT 2.0 READING ASSESSMENT.	In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for our subgroups Economically Disadvantaged **42% (58) of Economically Disadvantaged will be proficient as measured by FCAT 2.0, an increase of 12%.**	5E.3. The need to decrease the percentage of students who struggle with grade level core reading instruction	5E.3. Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level	5E.3. RtI Leadership Team and grade level teachers.	5E.3. RtI meetings.	5E.3. FAIR, EduSoft Reading Assessment, EduSoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2.0 2013 grades
			5E.4. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach and intervention	5E.4. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessment	5E.4. Administrators, School Leadership Team	5E.4. Biweekly data meetings with grade levels	5E.4. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR Analysis	K-5	Reading Coach	Classroom Teachers K-5	October 2012 February 2013 May 2013	FAIR Assessment Data, Professional Development Sign In Sheets	School Leadership Team
Florida Continuous Improvement Model	K-5	Principal and Assistant Principal	Classroom Teachers 3rd-5th	2 times a month at data meeting	FAIR Assessment Data, Benchmark Assessment data, Professional Development sign in sheets	Principal and Assistant Principal
Common Core Standards	K-2nd	Reading Coach and Assistant Principal	Classroom Teachers K-2nd	Weekly at PLC Meetings	Lesson Plans, Common Core Anchor Standards	PLC Leaders, Reading Coach, Principals, Assistant Principals
Differentiated Small Group Instruction	K-5	Reading Coach	Classroom Teachers K-5	Monthly	FAIR Assessment Data, Benchmark Assessment data, Professional Development sign in sheets	School Leadership Team
Lesson Study	K-5	PLC Team Leaders	Classroom Teachers K-5	October/November/February	FAIR Assessment Data, Benchmark Assessment data, Professional Development sign in sheets, lesson anecdotal notes	School Leadership Team
Highly Engaged Classroom	K-5	PLC Team Leaders	Classroom Teachers K-5	Last Wednesday of each Month	PLC Meetings	School Leadership Team
Brain Pop	K-5	Reading Coach, Instructional Coach	Classroom Teachers K-5	September 2012 December 2012 March 2013	PLC Meetings	Reading Coach, Instructional Coach
Accelerated Reading	K-5	Reading Coach	Classroom Teachers K-5	Quarterly	Literacy Committee Meetings	Reading Coach
Imagine It (Refresher)	3rd-5th	Reading Coach, Assistant Principal	Classroom Teachers 3rd-5th	Weekly	PLC Meetings	Reading Coach Principal, Assistant Principal
MyOn	K-5	Reading Coach	Classroom Teachers K-5	Monthly	Literacy Committee Meetings	Reading Coach
Ongoing Progress Monitoring	K-5	Reading Coach Principal, Assistant Principal	Classroom Teachers K-5	Data Meetings	Data Meetings	Reading Coach Principal, Assistant Principal

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Book Study & Lesson Study	Funds will be used to purchase books for all instructional staff, focusing on the daily reading strategies and the refinement of instructional strategies. The staff will participate in structured discussion and implementation of these strategies.	Title II	$2,000.00
			Subtotal: $2000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader Universal	Online reading motivation system that assesses comprehension and improves fluency	General Fund	$3472.75
Imagine Learning	Online Language and Literacy Instruction for ESOL students	General Fund	$3457.00
			Subtotal: $6929.75
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Substitute coverage for Teachers.	Funds will be used to provide substitutes for core teachers for instructional planning and staff development activities.		$2700.00
			Subtotal: $2700
Other			
Strategy	Description of Resources	Funding Source	Amount
Brain pop	Online Video Instructional Support Tool	General Fund	$795.00
			Subtotal:$795
			Total: $12424.75

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Limited acquisition of listening strategies	1.1. Proper/authentic listening materials, background building, opportunities for practice	1.1. Curriculum Compliance Teacher, classroom teacher	1.1. Formative and summative assessments, portfolio	1.1. CELLA
CELLA Goal #1: Lake Weston Elementary School seeks to insure that every student demonstrates academic proficiency including increasing the listening and speaking skills for students whose native language is other than English so as to prepare students for success in school and society other as measured by CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: According To Spring 2012 CELLA School Report, the following percent of students proficient in listening and speaking are as follows: K = 14% (3); 1st = 69% (18); 2nd = 96% (25); 3rd = 24% (4); 4th = 29% (4); 5th = 45% (9) Total School = 50% (63)	1.2. Limited acquisition of English language	1.2. Explicit vocabulary language, verbalization of simple words and phrases	1.2. Curriculum Compliance Teacher, classroom teacher	1.2. Formative and summative assessments, portfolio	1.2. CELLA
		1.3. Limited access to rapid speech, dialect, and non-traditional words	1.3. Explicit verbal instruction and direction	1.3. Curriculum Compliance Teacher, classroom teacher	1.3. Formative and summative assessments, portfolio	1.3. CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Limited acquisition of English language	2.1. Identification of simple words	2.1. Curriculum Compliance Teacher, classroom teacher	2.1. Formative and summative assessments, portfolio	2.1. CELLA
CELLA Goal #2: Lake Weston Elementary School seeks to insure that every student demonstrates academic proficiency including increasing reading comprehension skills for students whose native language is other than English so as to prepare students for success in school and society other as measured by CELLA.	2012 Current Percent of Students Proficient in Reading: According To Spring 2012 CELLA School Report, the following percent of students proficient in reading are as follows: K = 5% (1); 1st = 13% (3); 2nd = 50% (13); 3rd = 18% (3); 4th = 15% (2); 5th = 47% (9) Total School = 26% (31)	2.2. Limited knowledge of grammatical rules	2.2. Identification and application in the fundamental usage of common grammar rules	2.2. Curriculum Compliance Teacher, classroom teacher	2.2. Formative and summative assessments, portfolio	2.2. CELLA
		2.3. Limited knowledge of phonetic language	2.3. Verbal identification of letter names, letter sounds, and wood families	2.3. Curriculum Compliance Teacher, classroom teacher	2.3. Formative and summative assessments, portfolio	2.3. CELLA
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Limited knowledge of written language	2.1. Record simple words and phrases	2.1. Curriculum Compliance Teacher, classroom teacher	2.1. Formative and summative assessments, portfolio	2.1. CELLA
CELLA Goal #3: Lake Weston Elementary School seeks to insure that every student demonstrates	2012 Current Percent of Students Proficient in Writing : According To Spring 2012					

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

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

| academic proficiency including writing skills for students whose native language is other than English so as to prepare students for success in school and society other as measured by CELLA. | CELLA School Report, the following percent of students proficient in writing are as follows: K = 0% (0); 1st = 27% (7); 2nd = 52% (14); 3rd = 24% (4); 4th = 43% (6); 5th = 35% (7) Total School = 29% (38) | 2.2. Limited knowledge of vocabulary | 2.2. Drawing response to oral direction, labeling objects, pictures, and diagrams | 2.2. Curriculum Compliance Teacher, classroom teacher | 2.2. Formative and summative assessments, portfolio | 2.2. CELLA |
| | | 2.3. Limited knowledge of writing structure | 2.3. Explicit grammatical instruction, graphic organizers | 2.3. Curriculum Compliance Teacher, classroom teacher | 2.3. Formative and summative assessments, portfolio | 2.3. CELLA |

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: In an effort to continually increase the academic effectiveness and insure that the students are prepared to be lifelong learners, the point target for students in grades 3-5 scoring at a Level 3 on the 2013 FCAT 2.0 Math assessment is 37. The percentage of students at a Level 3 will increase from 34% to 37%, an increase of 3 percentage points.	2012 Current Level of Performance:* In grades 3-5, 34% (121) of Lake Weston students achieved mastery on the 2012 FCAT 2.0 Math assessment.	2013 Expected Level of Performance:* In grades 3-5, 37% (93) of Lake Weston students will achieve mastery on the 2013 FCAT 2.0 Math assessment.	1A.1. Finding training resources for ongoing support and development for teachers on the instruction of NGSSS for Math	1A.1. Continue to provide professional development to instructional staff on standards and skills to be assessed on the FCAT 2.0 Math Test, utilizing the Next Generation Sunshine State Standards and FCAT Item Specs provided by FLDOE	1A.1. Administrators, School Leadership Team, Instructional Coaches	1A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.1. Professional Development attendance records; data; PLC agendas
			1A.2. Providing instructional support for the continued implementation of enVision MATH curriculum	1A.2 Continue to implement enVision MATH curriculum and provide professional development to instructional staff	1A.2 Administrators, School Leadership Team, Instructional Coaches	1A.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.2. Professional Development attendance records; data; PLC agendas
			1A.3. Providing support, training, and instructional resources for Common Core Implementation in K-2	1A.3. Instructional staff will implement Common Core in Grades K-2 into their lesson plans and instruction as part of their intense focus on student achievement ensuring that students are fluent in the four basic math operations for whole numbers by grade 4 and able to add and subtract whole fractions and decimals by the end of grade 5	1A.3. Administrators, School Leadership Team, Instructional Coaches	1A.3 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans.	1A.3. Professional Development attendance records; data; PLC agenda
			1A.4. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	1A.4. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	1A.4. Administrators, School Leadership Team, Instructional Coaches	1A.4. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.4. Professional Development attendance records; data; PLC agenda

		1A.5. Lack of parental involvement and parent lack of background knowledge and resources to be able to reinforce and support student learning in Math outside the school day.	1A.5. Host a Math Night for parents, students and staff	1A.5. Administrators, School Leadership Team Instructional Coaches	1A.5. Parent participation, parent sign in sheets	1A.5. Parent sign in sheets
		1A.6. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	1A.6. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	1A.6. Administrators, School Leadership Team, Instructional Coaches	1A.6. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.6 . iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
		1A.7. Lack of resources that allow for the celebrations of student growth in school-wide computer math programs	1A.7. Implement incentives for ST Math and FASTT Math.	1A.7. Math Coach, School based leadership team	1A.7. Student participation, FASTT Math and Moby Math reports, STmath reports, FASTT Math reports	1A.7. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math
		1.A.8 Continual monitoring and support regarding the strategies suggested in the book provided as part of book study	1.A.8 All instructional staff will receive a copy of Marzano's Highly Engaged classroom and will participate in a book study	1.A.8 Administrators, School Leadership Team	1.A.8 Discussion during the last Wednesday each month in grade level PLC meetings	1.A.8 I-Observation, classroom walk through
		1.A.9 Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	1.A.9 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	1.A.9 Administrators, School Leadership Team	1.A.9 Biweekly data meetings with grade levels	1.A.9 EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

Mathematics Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*

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

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	2A.1. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	2A.1. Administrators, School Leadership Team	2A.1. Biweekly data meetings with grade levels	2A.1. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results
Mathematics Goal #2A: Once students have achieved mastery on the FCAT 2.0 Math assessment, it is imperative that students continue to demonstrate growth and deepen their level of mathematical reasoning. The target point for students scoring a Level 4 or 5 as measured by FCAT 2.0 is 21. Therefore, students scoring a Level 4 or 5 will increase from 18% to 21%, an increase of 3 percentage points.	2012 Current Level of Performance:* In grades 3-5, 18% (41) students scored above proficiency on the 2012 FCAT 2.0 Math assessment.	2013 Expected Level of Performance:* In grades 3-5, 21% (53) of students tested, will achieve above proficiency on the 2013 FCAT 2.0.					
			2A.2 Providing appropriate support and resources so as to continue implementation of technology driven instruction and enrichment	2A.2 Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	2A.2 Administrators, School Leadership Team, Instructional Coaches	2A.2 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	2A.2 iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	3A.1. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	3A.1. Administrators, School Leadership Team, Instructional Coaches	3A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	3A.1. Professional Development attendance records; data; PLC agenda
Mathematics Goal #3A: In an effort to continually increase the effectiveness of math instruction and to insure that students are	2012 Current Level of Performance:* In grades 3-5, 68% (159) students scored	2013 Expected Level of Performance:* In grades 3-5, 71% (173) of students tested,					

prepared to be life-long learners, the 2013 point target for students making learning gains on the FCAT 2.0 Math assessment is 3. This is an increase from 68% (2012) to 74% (2013).	above proficiency on the 2012 FCAT 2.0 Math assessment.	will achieve above proficiency on the 2013 FCAT 2.0.	3A.2. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	3A.2. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	3A.2. Administrators, School Leadership Team, Instructional Coaches	3A.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	3A.2. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
			3A.3. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	3A.3. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	3A.3. Administrators, School Leadership Team	3A.3. Biweekly data meetings with grade levels	3A.3. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	4A.1. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	4A.1. Administrators, School Leadership Team, Instructional Coaches	4A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	4A.1. Professional Development attendance records; data; PLC agenda
Mathematics Goal #4A: In order to continually increase our effectiveness, and insure that our students are prepared to be life -long learners, the point target for the lowest 25% of students in grades 3-5 making learning gains on the 2013 FCAT Math is 3. The percentage of students in the lowest 25% making learning	2012 Current Level of Performance:* In grades 3-5, 68% (40) of the lowest 25% of Lake Weston students made learning gains on the 2012 FCAT 2.0 Math assessment.	2013 Expected Level of Performance:* In grades 3-5, 71% of the lowest 25% (28) of Lake Weston students will make learning gains on the 2013 FCAT 2.0 Math assessment.	4A.2. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	4A.2. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math	4A.2. Administrators, School Leadership Team, Instructional Coaches	4A.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	4A.2. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix

gains will increase from 68% to 71%.				comprehension in a visual modality		
			4A.3. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	4A.3. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	4A.3. Administrators, School Leadership Team	4A.3. Biweekly data meetings with grade levels	4A.3. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results

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: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **45% of all students**	**52% of all students**	**54% of all students**	**59% of all students**	**63% of all students**	**68% of all students**	**73% of all students**
Mathematics Goal #5A: In order to meet the Superintendent's 11 essential outcomes and to ensure our students are proficient in math as measured by standardized assessments, Annual Measurement Objectives target goals provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	5B.1. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	5B.1. Administrators, School Leadership Team, Instructional Coaches	5B.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings;	5B.1. Professional Development attendance records; data; PLC agenda	
Mathematics Goal #5B: Lake Weston In order to meet the	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

						lesson plans	
Superintendent's 11 essential outcomes and to ensure our students are proficient in math as measured by standardized assessments, Annual Measurement Objectives target goals provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student	According to the 2012 AMO, subgroups scored proficient as follows: **Black 45% (40), Hispanic: 57% (37), and White 76% (15).**	In order to meet the Superintendent's 11 Essential Outcomes and to ensure that all students are engaged in a quality math educational program, the goal for subgroup is as follows: **Black: 52 % (72); Hispanic: 57% (44) , and White (17) 76%, an increase of 9% for our Black subgroup and maintaining four our Hispanic and White Subgroups.**					
			5B.2. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	5B.2. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	5B.2. Administrators, School Leadership Team, Instructional Coaches	5B.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5B.2. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
			5B.3. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	5B.3. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	5B.3. Administrators, School Leadership Team	5B.3. Biweekly data meetings with grade levels	5B.3. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results
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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	5C.1. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	5C.1. Administrators, School Leadership Team, Instructional Coaches	5C.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5C.1. Professional Development attendance records; data; PLC agenda
Mathematics Goal #5C: In order to meet the Superintendent's 11 essential outcomes and to ensure our students are proficient in math as measured by standardized assessments, Annual Measurement Objectives target goals provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	According to According to the 2012 AMO, **47% (19) of ELL** students scored at or above grade level in READING on the FCAT 2.0 READING ASSESSMENT	In order to meet the Superintendent's 11 Essential Outcomes and to ensure that all students are engaged in a quality reading educational program, the goal for ELL subgroup is that **42% (25) of English Language Learners will be proficient as measured by FCAT 2.0, an increase of 12%.**					
			5B.2. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	5B.2. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	5B.2. Administrators, School Leadership Team, Instructional Coaches	5B.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5B.2. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
			5C.3. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	5C.3. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	5C.3. Administrators, School Leadership Team	5C.3. Biweekly data meetings with grade levels	5C.3. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results
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. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	5D.1. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	5D.1. Administrators, School Leadership Team, Instructional Coaches	5D.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5D.1. Professional Development attendance records; data; PLC agenda
Mathematics Goal #5D: In order to meet the Superintendent's 11 essential outcomes and to ensure our students are proficient in math as	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	According to the 2012 AMO, the subgroup SWD	In order to meet the Superintendent's					

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

40

measured by standardized assessments, Annual Measurement Objectives target goals provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student.	scored proficient as follows **less than 5% (3) of Students With Disabilities** scored at or above grade level on the 2012 FCAT 2.0 Math Assessment.	11 Essential Outcomes and to ensure that all students are engaged in a quality math educational program, the goal for SWD subgroup is that **10% (3) of Students with Disabilities will be proficient as measured by FCAT 2.0, an increase of 10%.**	5D.2. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	5D.2. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	5D.2. Administrators, School Leadership Team, Instructional Coaches	5D.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5D.2. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
			5C.3. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	5C.3. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments	5C.3. Administrators, School Leadership Team	5C.3. Biweekly data meetings with grade levels	5C.3. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results
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. Providing continued support, services, and intervention to Tier 2 and Tier 3 math instruction students in grades 3-5	5E.1. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction	5E.1. Administrators, School Leadership Team, Instructional Coaches	5E.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5E.1. Professional Development attendance records; data; PLC agenda
Mathematics Goal #5E: In order to meet the Superintendent's 11 essential outcomes and to ensure our students are proficient in math as measured by standardized assessments, Annual Measurement Objectives target goals provide obtainable goals for various subgroups of students and provides accountability for the learning achievement of every student.	2012 Current Level of Performance:* According to the 2012 AMO, the subgroup ED scored proficient as follows **52% (143) of Economically Disadvantaged** scored at or above grade level on the 2012 FCAT 2.0 Math Assessment.	2013 Expected Level of Performance:* In order to meet the Superintendent's 11 Essential Outcomes to ensure that all students are engaged in a quality math educational program, the goal for ED subgroup is that **52% (72) of Economically Disadvantaged Learners will maintain proficiency as measured by FCAT 2.0.**					
			5E.2. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	5E.2. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 3-5. Both programs develops math comprehension in a visual modality	5E.2. Administrators, School Leadership Team, Instructional Coaches	5E.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	5E.2. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix
			5E.3. Implement Florida Continuous Improvement Model as it relates to the Math program and curriculum	5E.3. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and	5E.3. Administrators, School Leadership Team	5E.3. Biweekly data meetings with grade levels	5E.3. EduSoft Math Assessment, student progress monitoring data sheets, FCAT 2013 results

			ongoing progress monitoring using EduSoft mini-assessments		

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

			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 mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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	
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Mathematics Goal #5A: *Enter narrative for the goal in this box.*								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*	**Baseline data 2010-2011**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.** Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* — 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	K-5	Math Coach	Classroom Teachers K-5	August (preplanning)and January	Professional Development Sign In sheets;	School Based Leadership Team

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

enVision curriculum training				(refresher)	Benchmark Assessment Data	
Math Differentiated Learning Centers	K-5	Math Coach	Classroom Teachers K-5	September 2011	Professional Development Sign In sheets; Benchmark Assessment Data	School Based Leadership Team
Highly Engaged Classroom	K-5	PLC Team Leaders	Classroom Teachers K-5	Last Wednesday of each Month	PLC Meetings	School Leadership Team
Florida Continuous Improvement Model	K-5	Principal and Assistant Principal	Classroom Teachers 4th-5th	2 times a month at data meeting	FAIR Assessment Data, Benchmark Assessment data, Professional Development sign in sheets	Principal and Assistant Principal
Common Core Standards	K-2nd	Math Coach and Assistant Principal	Classroom Teachers K-2nd	Weekly at PLC Meetings	Lesson Plans, Common Core Anchor Standards	PLC Leaders, Math Coach, Principals, Assistant Principals
Brain Pop	K-5	Math Coach, Instructional Coach	Classroom Teachers K-5	September 2012 December 2012 March 2013	PLC Meetings	Math Coach, Instructional Coach

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
ST Math	Online Math Concepts Development	General Fund	$3225.00
Brain pop	Online Video Instructional Support Tool	General Fund	$795.00
			Subtotal: $4020
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: $4020.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Providing new teachers with adequate support, development, and resources so as to effectively implementation NGSSS for Science.	1A.1. Provide professional development for new teaches in Kindergaren-5th grade instructional staff in the Next Generation Sunshine State Standards for science	1A.1. Administrators, School Leadership Team, Instructional Coaches	1A.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.1. Professional Development attendance records; data; PLC agendas; programmatic assessments; Edusoft for 5th Grade
Science Goal #1A: In order to continually increase our effectiveness and insure that our students are prepared to be twenty first century learners, our point target for students achieving mastery on the 2012 FCAT 2.0 Science is 3. In grade 5, our percentage of students on or above grade level on FCAT Science will increase from 32% to 35%.	2012 Current Level of Performance:* In grade 5, 32% (28) students scored above proficiency on the 2012 FCAT 2.0 Science assessment.	2013 Expected Level of Performance:* In grades 5, 35% (26) of students tested, will achieve above proficiency on the 2013 FCAT 2.0.					
			1A.2. Providing sufficient levels and appropriate amount of training to effectively continue implementation of NGSSS for Science	1A.2. Utilize OCPS created instructional materials and the core curriculum for grades K-5	1A.2. Administrators, School Leadership Team, Instructional Coaches	1A.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.2. Professional Development attendance records; data; PLC agendas; programmatic assessments; EduSoft for 5th Grade

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

		1A.3. Providing teachers in grades K-5 with appropriate and sufficient training to so as to effectively implement the newly adopted Science Program, Science Fusion	1A.3. Implement Science Fusion Science Curriculum as the CORE Science curriculum	1A.3. Administrators, School Leadership Team, Instructional Coaches	1A.3. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.3. Professional Development attendance records; data; PLC agendas, programmatic assessment, EduSoft for 5th Grade
		1A.4 Planning, developing, and securing necessary and appropriate resources so as to provide families with a meaning Family Science Night.	1A.4 Provide training for Parents on grade level Science expectations and standards	1A.4 Administrators, School Leadership Team, Instructional Coaches, Teachers	1A.4 Parent Sign In sheets	1A.4 Parent attendance verified via sign in sheets
		1A.5 Increasing student participation, involvement, and background knowledge with developmentally appropriate STEM activities	1A.5 Provide an opportunity for students to participate in a Science Fair	1A.5 Administrators, School Leadership Team, Instructional Coaches, Teachers	1A.5 Parent Sign In sheets	1A.5 Parent attendance verified via sign in sheets
		1A.6 Locating and obtaining resources to continue implementation of the OCPS Essential Labs as an instructional strategy and as a core component of the science curriculum.	1A.6 Continue to utilize the Science Lab for experiments and extension of the lesson for 5th grade teachers	1A.6 Instructional staff and Math Coach	1A.6 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.6 Data, PLC agendas; lesson plans, programmatic assessments
		1A.7 Advertising, selecting and securing key personnel to continue with the departmentalization of Science instruction in grades 4 and 5.	1A.7 Departmentalize in 4th and 5th grade.	1A.7 Administrators, School Leadership Team, Instructional Coaches, Teachers	1A.7 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings lesson plans	1A.7 Data, PLC agendas; lesson plans; FCAT Science 2013
		1A.8 Developing appropriate professional development and student activities so as to provide necessary science vocabulary development for students in grades 4 and 5.	1A.8 Teachers will continue to introduce and instruct 4th & 5th grade students using Science vocabulary terms from NGSSS	1A.8 Administrators, School Leadership Team, Instructional Coaches, Teachers	1A.8 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1A.8 Data, PLC agendas; lesson plans
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

Science Goal #1B: N.A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			

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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Increasing student participation, involvement, and background knowledge with developmentally appropriate STEM activities	2A.1. Provide an opportunity for students to participate in a Science Fair	2A.1. Administrators, School Leadership Team, Instructional Coaches, Teachers	2A.1. Parent Sign In sheets	2A.1. Parent attendance verified via sign in sheets
Science Goal #2A: Once students have achieved mastery in the NGSSS science standards, is imperative that students continue to demonstrate growth and deepen their level understanding in the scientific methods and scientific reasoning.	2012 Current Level of Performance:* In grade 5, 8% (7) students scored above proficiency on the 2012 FCAT 2.0 Science assessment.	2013Expected Level of Performance:* In grade 5, 11% (8) of students tested, will achieve above proficiency on the 2013 FCAT 2.0.	2A.2. Locating and obtaining resources to continue implementation of the OCPS Essential Labs as an instructional strategy and as a core component of the science curriculum.	2A.2. Continue to utilize the Science Lab for experiments and extension of the lesson for 5th grade teachers	2A.2. Instructional staff and Math Coach	2A.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	2A.2. Data, PLC agendas; lesson plans, programmatic assessments
			2A.3. Developing appropriate professional development and student activities so as to provide necessary science vocabulary development for students in grades 4 and 5.	2A.3. Teachers will continue to introduce and instruct 4th & 5th grade students using Science vocabulary terms from NGSSS	2A.3. Administrators, School Leadership Team, Instructional Coaches, Teachers	2A.3. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	2A.3. Data, PLC agendas; lesson plans
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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]).

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

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

End of Biology 1 EOC Goals

Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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.						
Science Standards	K-5	Math/Science Coach	Classroom Teachers K-5	October	Science diagnostic assessment data, data, lesson plans, student work samples	School Leadership Team
Science: Lessons Learned	K-5	Math/Science Coach	Fifth Grade Teachers	January	Benchmark Assessment data; data, lesson plans, student work samples	School Leadership Team
Science Vocabulary and Thinking Maps	K-5	Math/Science Coach	Classroom Teachers K-5	November	Science diagnostic assessment data, data, lesson plans, student work samples	School Leadership Team
Science Fusion Curriculum	K-5	Math/Science Coach, CRT	Classroom Teachers K-5	August	Science diagnostic assessment data, data, lesson plans, student work samples	School Leadership Team

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

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

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

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 (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: In order to continually increase our effectiveness and insure that our students are prepared to be twenty first century learners, our point target for students achieving mastery on the 2012 FCAT 2.0 Writing is 3. In grade 4, our percentage of students on or above grade level on FCAT Writing will increase from 82% to85%.	2012 Current Level of Performance:* In grade 4, 82% (54) students scored above proficiency on the 2012 FCAT 2.0 Writing assessment.	2013 Expected Level of Performance:* In grades 4, 85% (71) of students tested, will achieve above proficiency on the 2013 FCAT 2.0.	1A.1. Locating and securing adequate and appropriate Writing trainings that will assist teachers with instructional strategies and the instructional process for Writing	1A.1. Continue to provide professional development to 3rd and 4th grade instructional staff on the standards and skills assessed by the Florida Writes!	1A.1. Administrators, Instructional Coach	1A.1. Weekly grade-level PLC Meetings; lesson plans	1A.1. Data; PLC agendas; Professional Development attendance records
			1A.2. Providing additional writing instruction for students who are deficient in writing.	1A.2. Students in K-5 will participate in school wide writing prompts	1A.2. Administrators, Instructional Coach	1A.2. Student writing samples	1A.2. Writing rubrics (Write from the Beginning, FCAT 2.0 Calibration Rubrics)
			1A.3. Consistent and correct usage by teachers of the Write from the Beginning Rubrics.	1A.3. Continue to utilize Write from the Beginning as the CORE curriculum for grades K-5 and provide staff development for teachers new to the school	1A.3. Administrators, Instructional Coach	1A.3. Student writing samples	1A.3. Write from the Beginning Rubrics
			1A.4 Providing students with adequate test preparation	1A.4 Continue to utilize previously scored FCAT Writes released tests to model techniques and provide instruction to students.	1A.4 Administrators, Instructional Coach	1A.4 Student writing samples, lesson plans, PLC Meetings	1A.4. Data; PLC agendas; Professional Development attendance records, FCAT Writes 2013

			Provide intensive writing instruction during designated time block			
		1A.5 Providing teacher release time for training in OCPS Writes	1A.5 4th Grade teachers will implement scoring on writing samples according to the FCAT Calibration guidelines	1A.5 Administrators, Instructional Coaches	1A.5 Student writing samples	1A.5 Data, FCAT Writes 2013
		1A.6 Maintaining skilled writing instructors so as to be able to continue Writing departmentalization in grade 4.	1A.6 4th Grade teacher students will be departmentalized and writing instruction will occur with same teacher to ensure consistent instruction	1A.6 Administrators, Instructional Coaches	1A.6 Student writing samples, classroom observations	1A.6 Data, FCAT Writes 2013, iObservation
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	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.*				

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write From the Beginning Training	K-5	Instructional Coach	New Teachers	September 2012	Lesson plans, classroom walkthroughs, student, work samples	School Leadership Team
Thinking Maps Training	K-5	Instructional Coach	New Teachers	October 2012	Lesson plans, classroom walkthroughs, student, work samples	School Leadership Team
Rubric Training	K-5	Instructional Coach	New Teachers	October 2012	Lesson plans, classroom walkthroughs, student, work samples	School Leadership Team
FCAT Calibration Guidelines for Scoring	4th Grade	Instructional Coach	4th Grade Teachers	September 2012	Writing samples	School Leadership Team

Writing Budget (Insert rows as needed)

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

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

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

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 Writing Goals

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

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

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

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

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

Civics Professional Development

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

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

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

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			1A.1. Locating adequate resources for implementing the incentive program recognizing students who demonstrate perfect attendance.	1A.1. An incentive system to reward students for perfect attendance will be implemented. Students will be publicly recognized at quarterly awards ceremonies.	1A.1. Registrar, School Leadership Team	1A.1. review of attendance rate statistics	1A.1. SMS system and attendance rates.
Attendance Goal #1: In order to receive quality instruction and achieve academically, students must attend school. Attendance statistics are directly correlated to student achievement data.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	The current attendance rate for the 2011-2012 school year was 93% (493).	During the 2012-2013 school year, the attendance rate will rise to 94% (556).					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	During the 2011-2012 school year, 42% (249) of Lake Weston students had excessive absences.	During the 2012-2013 school year, the percentage of students with excessive absences will decrease to 39% (230).					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	During the 2011-2012 school year, 44% (258) of Lake Weston students had excessive tardies.	During the 2012-2013 school year, the percentage of students with excessive tardies will decrease to 41% (242).					

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: In order to receive quality instruction and achieve academically, students must be in school. Suspensions remove students from the learning environment and therefore are counterproductive in reaching achievement goals.	2012 Total Number of In –School Suspensions The total number of in-school suspensions for the 2011-2012 school year was 12% (66).	2013 Expected Number of In- School Suspensions The total number of in-school suspensions for the 2012-2013 school year will decrease to 10% (59).	1A.1. High mobility of students requiring a continued diligence classroom teachers and support staff to enforce and reinforce school and classroom-based expectations, rules, and procedures.	1A.1. Olweus Bullying Prevention Program will continue to be implemented.	1A.1. Dean, Bullying Prevention Committee	1A.1. Review of suspension rates and reports of bullying	1A.1. Suspension rates
	2012 Total Number of Students Suspended In-School The total number of students who received in-school suspensions for the 2011-2012 school year was 9% (48).	2013 Expected Number of Students Suspended In –School The total number of in-school suspensions for the 2012-2013 school year will decrease to 7% (43).					
	2012 Total Number of Out-of-School Suspensions The total number of out-of-school suspensions for the 2011-2012 school year was 26% (140).	2013 Expected Number of Out-of-School Suspensions The total number of out-of-school suspensions for the 2012-2013 school year will decrease to 21% (126).					
	2012 Total Number of Students Suspended Out- of- School The total number of students who received out-of-school suspensions	2013 Expected Number of Students Suspended Out- of-School The total number of students who receive out-of-school suspensions for the					

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

for the 2011-2012 school year was 15% (78).	2012-2013 school year will decrease to 12% (70).				
		1A.2. High mobility causing a lack of clarity of school and classroom-based expectations, rules, and procedures among students not beginning the school year at Lake Weston.	1A.2. The Administrative Dean will hold quarterly Code of Conduct meetings with every student in order to review the rules, procedures, and consequences at Lake Weston.	1A.2. Dean, Teachers, School Leadership Team	1A.2 Review of suspension rates.	1A.2. Review suspension rates.
		1A.3. Scheduling of the MAGIC program in a manner that minimizes the impact on curriculum instructional time.	1A.3. Orange County Police Department MAGIC Program.	1A.3. Resource Officer, Dean, 5th grade Teachers	1A.3 Suspension rates, end of program, writing sample	1A.3. Review suspension rates.
		1A.4 Student lack of appropriate decision making regarding appropriate behaviors.	1A.4 Continue to implement school-wide Positive Behavior Systems	1A.4 Dean, Assistant Principal, PBS Committee	1A.4 Suspension rates	1A.4 Review Suspension rates

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Olweus Bullying Prevention Program	K-5	Dean, Bullying Prevention Committee	School-wide	Monthly	Review suspension rates and discipline reports and referrals	Dean
Classroom Management	K-5	CRT, Reading Coach, Math Coach	Classroom Teachers K-5	September 2011	Classroom Walkthroughs, Lesson Plans, suspension rates	School Leadership Team
Positive Behavior System	K-5	Dean, Assistant Principal	Classroom Teachers K-5	Monthly	Classroom Walk Through, Suspension Rates, Incentive Plan Monitoring	Dean, Assistant Principal

Suspension Budget (Insert rows as needed)

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

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

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

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

End of Suspension Goals

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 Dropout Prevention Goal #1:		1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Dropout Rate:* *Enter numerical data for dropout*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout*					

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

74

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

Enter narrative for the goal in this box. **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	*rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	*rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

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

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 Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Lake Weston Elementary will actively solicit parent support at PTO, SAC, and community events to increase parent involvement.	2012 Current Level of Parent Involvement:* Parent support at PTO, SAC, and PLC meetings was extremely low. This year, a minimum of 67% (143) of families were involved in their student's education evidenced	2013 Expected Level of Parent Involvement:* Lake Weston Elementary will actively solicit parent support at PTO, SAC, and PLC meetings, increasing attendance by 5%. A minimum of 72% (151) of families will be	1A.1. A lack of parent involvement and participation in school based activities outside the regular school day	1A.1. Continue First Day of School Celebration, Meet Your Teacher, Open House, Report Card Conferences, and Curriculum Nights inviting parents and families through flyers,	1A.1. School Leadership Team	1A.1. Comparison to previous attendance records	1A.1. Sign In Sheets

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

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

	through attendance at school events.	involved in their student's education evidenced through attendance at school events.				
			1A.2. Soliciting parent participation to events outside the regular school day	1A.2. School Marquee, School Messenger, Quarterly Newsletter, Website	1A.2. Principal and Assistant Principal, School Leadership Team	1A.2. Review call charts/logs, delivery of newsletters, Website records	1A.2. Call charts/logs, take home folders, website logs
			1.A.3. Limited background and employment schedules reducing opportunities for parents to assist their children at home	1.A.3. Continue hosting Family Curriculum nights for Math, Literacy, Science, and FCAT	1.A.3. Continue to host Family Curriculum nights for Math, Literacy, Science, and FCAT	1.A.3. Parent participation in comparison to previous years.	1.A.3. Parent sign-in sheets

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

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
Utilize a Parental Involvement Resource Teacher to make contact with parents to gain support for student learning goals	Half a Parental Involvement Resource Teacher	Title I	$29,114.50
			Subtotal: $29,114.50
			Total: $29,114.50

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Lake Weston is committed to increasing student achievement in reading, math, science, and writing through technology instruction and application so as to prepare students to be 21st century leaders in their learning and to prepare them to be college and career ready in science, technology, engineering, and mathematics.	1A.1. The achievement gap in student performance in science and math	1A.1. Continue implementation of NGSSS in science and math using core curriculums, CIA Blueprints, and OCPS Essential Labs, and quarterly Design Challenges	1A.1. Math Coach, CRT, Principal Assistant Principal,	1A.1. Formative and summative assessments, math night, science night	1A.1. Programmatic assessments, Benchmark assessments, FCAT 2.0
	1A.2. Limited availability to technology resources that support the curriculum design of STEM	1A.2. Continue using educational software and internet sites related to STEM content	1A.2. Math Coach, CRT, Principal, Assistant Principal, Tech Resource	1A.2. Technology based assessments	1A.2. Programmatic assessments, Benchmark assessments, FCAT 2.0
	1.3. Teacher limited knowledge of and use of technology	1.3. Continue and implement technology training on educational and internet sites	1.3. School Leadership Team	1.3. iObservation, Classroom Walk Through, Survey	1.3. iObservation

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

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

STEM Professional Development

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

STEM 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:

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

	Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Lake Weston is committed to increasing student achievement in reading, math, science, and writing as well as providing the foundations skills needed to begin preparation for career and technical education programs beyond elementary school.	1.1. The lack of positive role model exposure for our student population and limited exposure to College and Career Readiness	1.1. Continued use of Destination College in grades 3-5	1.1. Teachers in grades 3-5	1.1. Weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1.1. Teacher Lesson Plans, PLC agendas, Student Notebooks
	1.2. Lack of exposure to 21st Century career and technical jobs	1.2. Continue partnership with Junior Achievement and Teach-In	1.2. Principal, assistant principal, CRT, teachers	1.2. Students participate in a post program survey	1.2. Post Program Survey of students

CTE Professional Development

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

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)

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

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 CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A Intense Focus on Student Achievement			1A.1. Implementation of district adopted VPK curriculum program	1A.1. Teacher will work with district VPK support team, and seek professional development as	1A.1. District VPK office, administration	1A.1. iObservation, Lesson Plans	1A.1. VPK Progress Reports, FLCKRS
Additional Goal #1: Lake Weston will increase the Percent of VPK Students Who	2012 Current Level :*	2013 Expected Level :*					

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

Will Enter Elementary School Ready Based on FLKRS Data)	According to FLCKRS Data report, 100% (18) of Lake Weston PreK students are kindergarten ready.	According to FLCKRS data report, Lake Weston will maintain kindergarten readiness rate at 100% (18) for students in the Lake Weston VPK program.		needed, to implement the district VPK curriculum			
			1A.2. Scheduling adequate and appropriate time for PreK to participate in Reading Buddies program	1A.2. PreK students will partner with 2nd grade classes	1A.2. Administration, PreK teacher, 2nd grade teacher	1A.2. observations	1A.2. FLCKRS
			1A.3. Lack of parent involvement	1A.3. Parents will participate in a PreK parent report card conference night to discuss student progress	1A.3. Administration, PreK teacher	1A.3. Participation Rate	1A.3. Parent Sign-In Sheets
			1A.4. Scheduling adequate and appropriate planning time between the Kindergarten team and PreK teacher	1A.4. PreK will collaboratively plan with Kindergarten to ensure skills instructed in PreK are aligned to the skills needed to be Kindergarten; PreK teacher also participates in Kindergarten Professional Learning Communities (PLC)	1A.4. Administration, PreK Teacher, Kindergarten Teachers	1A.4. Lesson Plans evaluation, Professional Learning Communities	1A.4. Lesson Plans, FLCKRS
1.B Intense Focus on Student Achievement			1B.1. Providing training and support for new adjustments to the Florida Continuous Improvement Model	1B.1. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments.	1B.1. Administrators, School Leadership Team	1B.1. Biweekly data meetings with grade levels	1B.1. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results
Additional Goal #2: Lake Weston will increase students Who Read on Grade Level by Age 9	2012 Current Level :*	2013 Expected Level :*					
	According to 2012 FCAT, 41% of 3rd grade students were reading on grade level based on the 2012 FCAT Reading	According to 2013 FCAT Reading, 44% of 3rd grade students will be reading on grade level.					
			1B.2. The need to provide ongoing training support to 2nd Grade continued instruction of while implementing the shifts of	1B.2. 2nd Grade will implement NGSS during the 1st and 2nd nine weeks transitioning to Common Core the 3rd and 4th nine weeks using	1B.2. Administrators, School Leadership Team, Instructional Coaches	1B.2. iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans	1B.2. FAIR, Ongoing Progress Monitoring, iObservation, Student Data Matrix

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

		Common Core Standards	the identified shirts as provided by the Reading Coach and administration; NGSS and Common Core will be evident in lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level			
		1B.3 The need to provide ongoing training and support for K-2 Common Core Implementation	1B.3 K-1st will transition into Common Core during the 1st and 2nd nine weeks with full implementation during the 3rd and 4th nine weeks; common core will be evident in lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level	1B.3 Administrators, School Leadership Team, Instructional Coaches	1B.3 iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans.	1B.3 FAIR, Ongoing Progress Monitoring, iObservation, Student Data Matrix
		1B.4 The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	1B.4 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	1B.4 Administrators, School Leadership Team, Instructional Coaches	1B.4 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.4 FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
		1B.5 The need to decrease the percentage of students who struggle with grade level core reading instruction	1B.5 Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level.	1B.5 RtI Leadership Team and grade level teachers.	1B.5 RtI meetings.	1B.5 RtI meetings.
		1B.6 The need to promote and increase independent reading among students	1B.6 Implement comprehensive plan for Accelerated Reader (AR) Universal for grades K-5. Teachers will set individual reading goal for each student and adjust the goal based on student progress at the end of the quarter – goal is 80% or higher. Conduct quarterly celebrations of reading achievement.	1B.6 Administrators, School Leadership Team, Instructional Coaches, Teachers	1B.6 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.6 AR reports; iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans

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

			1B.7. The need to decrease the gaps in teacher knowledge increase the use of common language as they relate to the Common Core Standards	1B.7. Provide professional development for instructional staff on updated standards and skills to be assessed on the PARCC Exam	1B.7. Teachers in grades K-2	1B.7. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.7. FAIR
1.C Intense Focus on Student Achievement			1B.1. Providing adequate and ongoing support for continued implementation of the enVision MATH curriculum.	1B.1. Continue to implement enVision MATH curriculum and provide professional development to instructional staff.	1B.1. Administrators, School Leadership Team, Instructional Coaches	1B.1. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.1. Professional Development attendance records; data; PLC agendas
Additional Goal #3: Lake Weston will increase students Who Become Fluent in Math Operations	2012 Current Level :* In grades 3-5, 52% (121) of Lake Weston students achieved mastery on the 2012 FCAT 2.0 Math assessment.	2013 Expected Level :* In grades 3-5, 84% (134) of Lake Weston students will achieve mastery on the 2013 FCAT 2.0 Math assessment.					
			1B.2. Providing support, training, and instructional resources for Common Core Implementation in K-2	1B.2. Instructional staff will implement Common Core in Grades K-2 into their lesson plans and instruction as part of their intense focus on student achievement ensuring that students are fluent in the four basic math operations for whole numbers by grade 4 and able to add and subtract whole fractions and decimals by the end of grade 5	1B.2. Administrators, School Leadership Team, Instructional Coaches	1B.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.2. Professional Development attendance records; data; PLC agenda
			1B.3 Continue ongoing support and development for teachers on the instruction of NGSSS for Math	1B.3 Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction.	1B.3 Administrators, School Leadership Team, Instructional Coaches	1B.3 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.3 Professional Development attendance records; data; PLC agenda

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

		1B.4. Providing appropriate support and resources so as to continue implementation of technology driven instruction and intervention	1B.4. Continue to utilize FASTT Math and Moby Math to improve the math skills of students in grade 2. Continue to utilize ST Math for students in grades 2-5. Both programs develops math comprehension in a visual modality	1B.4 Administrators, School Leadership Team, Instructional Coaches	1B.4 . iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1B.4. iObservation, EduSoft Math Assessment, Biweekly Edusoft Mini Assessments, Weekly FASTT Math and Moby Math and STmath reports, and Student Data Matrix

1.D Intense Focus on Student Achievement

Additional Goal #4: Lake Weston Will Decrease the Achievement Gap for Each Identified Subgroup by 10% by 2016.	2012 Current Level :* Based on the 2012 FCAT 2.0, the AYP subgroups scored proficient as follows: White: 48% (10) Black: 35% (46) Hispanic: 16% (28) Asian: 33% (1) American Indian: 0% (0)	2013 Expected Level :* The expected level of performance for proficiency on 2013 FCAT 2.0 is as follows: White: 50% (11) Black: 37% (57) Hispanic: 18% (20) Asian: 35% (1) American Indian: None Enrolled at time	1D.1. Transitioning to a revised model of the Florida Continuous Improvement that is based on a two-week cycle of CORE teaching, assessing, and regrouping based on formative data for reteach or enrichment	1D.1. 3rd -5th Grade teachers will implement and instructional focus calendar as part of the Florida Continuous Model based on disaggregated data from EduSoft Benchmark Assessments and ongoing progress monitoring using EduSoft mini-assessments.	1D.1. Administrators, School Leadership Team	1D.1. Biweekly data meetings with grade levels	1D.1. EduSoft Reading Assessment, student progress monitoring data sheets, FCAT 2013 results
			1D.2. The need to provide ongoing training support to 2nd Grade on continued instruction of NGSSS while implementing the shifts of Common Core Standards	1D.2. 2nd Grade will implement NGSS during the 1st and 2nd nine weeks transitioning to Common Core the 3rd and 4th nine weeks; NGSS and Common Core will be evident in lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level	1D.2. Administrators, School Leadership Team, Instructional Coaches	1D.2. iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans.	1D.2. FAIR, Ongoing Progress Monitoring, iObservation, Student Data Matrix

		1D.3 Providing support, training, and instructional resources for Common Core Implementation in K-2	1D.3 K-1st will transition into Common Core during the 1st and 2nd nine weeks with full implementation during the 3rd and 4th nine weeks; common core will be evident in lesson plans and instruction as part of their intense focus on student achievement ensuring that students are reading on grade level and remain on grade level	1D.3 Administrators, School Leadership Team, Instructional Coaches	1D.3 iObservation; weekly grade-level, PLC (Professional Learning Communities) meetings; lesson plans.	1D.3 FAIR, Ongoing Progress Monitoring, iObservation, Student Data Matrix
		1D.4 The need to schedule and provide adequate support personnel to provide intervention to students identified as Tier II and Tier III as part of the Response to Intervention process	1D.4 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	1D.4 Administrators, School Leadership Team, Instructional Coaches	1D.4 iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1D.4 FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013
		1D.5 The need to decrease the percentage of students who struggle with grade level core reading instruction	1D.5 Implement RtI process for students struggling with on grade level reading instruction within specific intervention blocks at each grade level.	1D.5 RtI Leadership Team and grade level teachers.	1D.5 RtI meetings.	1D.5 RtI meetings.

1.E Intense Focus on Student Achievement			1E.1. Providing students opportunities to be exposed to fine arts	1E.1. All students in K-5th will be scheduled in SMS for music 40 minutes a week; attend OCPS sponsored ballet and symphony	1E.1. Administration, Registrar, Music teacher	1E.1. Scheduling, observations	1E.1. SMS Scheduling Reports, iObservation, Certification qualifications
Additional Goal #5: Lake Weston will continue to maintain high enrollment percentage for High Fine Arts	2012 Current Level :* Based on 2011-2012 SMS Scheduling, 100% of lake Weston K-5 students participated in Music for 40 minutes a week.	2013 Expected Level :* Based on 2012-2012 SMS, 100% of Lake Weston students in K-5 will participate in Music for 40 minutes a week					
1.F Intense Focus on Student Achievement			1A.10. The lack of positive role	1A.10. Continued use of Destination	1A.10. Teachers in grades 3-5	1A.10. Weekly grade-level PLC	1A.10. Teacher Lesson Plans, PLC

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

Goal	2012 Current Level :*	2013 Expected Level :*	Anticipated Barrier	Strategy	Person Responsible	Process to Determine Effectiveness	Evaluation Tool
Additional Goal #6: Lake Weston will Increase College and Career Awareness	100% of 3rd-5th grade students participated in the Destination College Program.	100% of 3rd-5th grade students will continue to participate in the Destination College Program.	models exposure for our student population and limited exposure to College and Career Readiness	College in grades 3-5		(Professional Learning Communities) meetings; lesson plans	agendas, Student Notebooks
			1F.2. Building student awareness and recognition of post secondary schools	1F.2. School will participate in school wide spirit day the first Friday of every month	1F.2. Administration	1F.2. Participation Rate	1F.2. Informal observation by administration
			1F.3 Building student motivation and goal setting to attend a post secondary school	1F.3 Faculty and staff will post collegiate, or technical degrees and certifications	1F.3 Administration	1F.3 Participation	1F.3 Informal observation by administration
			1F.4 Students lack of skills for goal setting regarding careers and life decisions in the post secondary environment	1F.4 Implement Junior Achievement K-5	1F.4 CRT, Leadership Team and grade level teachers.	1F.4 Observations, JA Post-Survey	1F.4 Observation of JA lessons, review of survey data
1.F Intense Focus on Student Achievement			1F.1. Ensuring all staff members are operating under the same model of Response to Intervention and using common language and ongoing progress monitoring tools.	1F.1. Faculty and staff will continue implementation of the Response to Intervention process	1F.1. Administration, Staffing Specialist	1F.1. Ongoing Progress Monitoring documentation	1F.1. RtI minutes, OPM data sheet, staffing reports
Additional Goal #7: Lake Weston will decrease disproportionate classification in special education by 3 points.	2012 Current Level :* Based on 2012 enrollment data, 53% (32) of the ESE population are black students.	2013 Expected Level :* Lake Weston Elementary will decrease the percentage of black students from 53% (32) to 50%(30)					
			1F.2. Additional time scheduled for Tier III instruction outside the 90-minutes reading block with students who are struggling with grade level core reading instruction	1F.2. 30-minute Intervention block outside the 90-minute reading block and Leadership will push in to provide intervention to Tier 3 students	1F.2. Administrators, School Leadership Team, Instructional Coaches	1F.2. iObservation; weekly grade-level PLC (Professional Learning Communities) meetings; lesson plans	1F.2. FAIR, EduSoft Reading Assessment, Edusoft Mini Assessments, FCAT Simulated Assessments, Student Data Matrix and FCAT 2013

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR Analysis	K-5	Reading Coach	Classroom Teachers K-5	October 2012 February 2013 May 2013	FAIR Assessment Data, Professional Development Sign In Sheets	School Leadership Team
Florida Continuous Improvement Model	K-5	Principal and Assistant Principal	Classroom Teachers 3rd-5th	2 times a month at data meeting	FAIR Assessment Data, Benchmark Assessment data, Professional Development sign in sheets	Principal and Assistant Principal
Common Core Standards	K-2nd	Reading Coach and Assistant Principal	Classroom Teachers K-2nd	Weekly at PLC Meetings	Lesson Plans, Common Core Anchor Standards	PLC Leaders, Reading Coach, Principals, Assistant Principals
Differentiated Small Group Instruction	K-5	Reading Coach	Classroom Teachers K-5	Monthly	FAIR Assessment Data, Benchmark Assessment data, Professional Development sign in sheets	School Leadership Team
Ongoing Progress Monitoring	K-5	Reading Coach Principal, Assistant Principal	Classroom Teachers K-5	Data Meetings	Data Meetings	Reading Coach Principal, Assistant Principal
Math Differentiated Learning Centers	K-5	Math Coach	Classroom Teachers K-5	September 2012	Professional Development Sign In sheets; Benchmark Assessment Data	School Based Leadership Team
ST Math	2nd-5th	Principal, Assistant Principal, CRT, Math Coach	Classroom Teachers 2nd-5th	November 2012	Data Meetings, Assessment Data,	Principal, Assistant Principal
Brain Pop	K-5	Math Coach, Instructional Coach	Classroom Teachers K-5	September 2012 December 2012 March 2013	PLC Meetings	Math Coach, Instructional Coach
Response to Intervention (refresher)	K-5	Staffing Specialist, School Psychologist, Principal, Assistant Principal	Classroom Teachers K-5	October 2012 February 2012 April 2012		
Destination College (refresher and updates)	3rd-5th	Principal, Assistant Principal, CRT	Classroom Teachers 3rd-5th	October 2012 January 2012 March 2012	Team Meetings	Principal, Assistant 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)

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

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 Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $12,424.75
CELLA Budget
Total:
Mathematics Budget
Total: $4020.00
Science Budget
Total:

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

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

Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: $29,114.50
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $45,559.25

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
During the 2012-2013 School year, the SAC will appropriately represent the ethnicity, racial, and economics of the school community. SAC meetings will be scheduled for the first Tuesday of each month and families will be notified via Connect Ed and the school marquee. The primary focus of the SAC will be assist in the evaluation and continual improvement of the School Improvement Plan. In doing so, school administration will share the school's historical data, benchmark data, and progress monitoring data as it relates to the School Improvement Plan. The SAC will collaborate, using such data, to identify problematic areas, identify strategies for improvement, and create a plan of monitoring. The fiscal use of any additional discretionary funds that are received by SAC will be reviewed, discussed, and decided upon by SAC.

Describe the projected use of SAC funds.	Amount
While SAC does not receive funds, SAC is involved in the decision making process for school budget.	