FLORIDA DEPARTMENT OF EDUCATION

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: Hiawassee Elementary School	District Name: Orange
Principal: Jennifer Gramzinski	Superintendent: Dr. Barbara Jenkins
SAC Chair: Maira Gomez	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.

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

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	Jennifer Gramzinski	BS- Liberal Studies, University of Central Florida; M.Ed.- Educational Leadership, NOVA Southeastern University; Principal Certification- State of Florida M. Ed./Educational Leadership	3	6.5	Principal of Hiawassee Elementary School in 2011-2012 Grade A for academic school year tested students in grades 3-5. Florida Department of Education School grade adjusted points earned for 2011-2012 school year A (542). Reading, 54% students reading satisfactory or higher; Math, 52% of students achieving satisfactory or higher; Writing, 74% of students achieving satisfactory or higher; Science, 51% of students satisfactory or higher; Reading, 78% of lowest 25% made learning gains; 78% of students made learning gains in reading. Math, 78% of students made learning gains in math; Math, 77% of lowest 25% of students made learning gains in math. 2010-2011 Grade C; Reading, 54% of lowest 25% students made adequate progress in the school; Math, 69% of lowest 25% students made adequate progress in the school; Writing, 84% of fourth grade students performed at level 4 and above on the 2011 FCAT Writes. Reading, 60% of students made learning gains in reading. Math, 48% of students made learning gains in math. Reading, 59% of students met proficiency FCAT level 3 and above in reading; Math, 53% of students met proficiency FCAT level 3 and above in math. 2008-2009: Assistant Principal of Arbor Ridge School in Grade: A; Reading Mastery: 88%, Math Mastery: 84%, Science Mastery: 73%. AYP: 97%, ESE did not make AYP in math. Assistant Principal at Avalon Middle School: 2007-2008: Grade A: Reading Mastery 76%, Math Mastery 77%, Science Mastery 55%. AYP: 90%, ELL & ESE did not make AYP in reading or math. 2006-2007: Grade A, Reading Mastery 80%, Math Mastery 79%, Science Mastery 55%. AYP 92%, ESE students did not make AYP in reading or math. Black students did not make AYP in math.
Assistant Principal	Dr. Ethel Wellington-Trawick	BA in Theatre Arts with specialization in vocal performance from Loyola Marymount University MA Ed Leadership Central Washington University; Ed.D Fielding University Ed Leadership.	1 Month	19	10 years as Principal of a Title 1 school with high mobility, ESE, and ELL populations that made consistent gains toward AYP and increased learning gains in reading by 39%.

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Latanya Nichols	MA.ED in Elementary Education from the University of Phoenix, Pre-K - Grade 3 in Elementary Education Certification from the Florida Department of Education. Certification State of Florida Educational Leadership (all levels)	10	5	Hiawassee Elementary School in 2011-2012 Grade A for academic school year tested students in grades 3-5. . Florida Department of Education School grade adjusted points earned for 2011-2012 school year A (542). Reading, 54% students reading satisfactory or higher; Math, 52% of students achieving satisfactory or higher; Writing, 74% of students achieving satisfactory or higher; Science, 51% of students satisfactory or higher; Reading, 78% of lowest 25% made learning gains; 78% of students made learning gains in reading. Math, 78% of students made learning gains in math; Math, 77% of lowest 25% of students made learning gains in math. Curriculum Resource Teacher for Hiawassee Elementary School in 2010-2011. School Grade C; Reading, 54% of lowest 25% students made adequate progress in the school; Math, 69% of lowest 25% students made adequate progress in the school; Writing, 84% of fourth grade students performed at level 4 and above on the 2011 FCAT Writes. Reading, 60% of students made learning gains in reading. Math, 48% of students made learning gains in math. Reading, 59% of students met proficiency FCAT level 3 and above in reading; Math, 53% of students met proficiency FCAT level 3 and above in math. Hiawassee Elementary in 2008-2009 (Parenting Resource Liaison); Grade: B, Reading Mastery 58%, Math Mastery 49%, Science Mastery 29%. AYP: 77%, Black, EDD, ESE students did not make AYP in reading or math. ELL students did not make AYP in math. 2007-2008; Grade: D, Reading Mastery 51%, Math Mastery 45%, Science Mastery 23%. AYP: 69%, Black, EDD, ESE students did not make AYP in reading or math.
Reading Coach	Flor Mason	MA.ED in Educational Leadership. Reading Endorsement	3	2	Hiawassee Elementary School in 2011-2012 Grade A for academic school year for tested students in grades 3-5. Florida Department of Education School grade adjusted points earned for 2011-2012 school

		ESOL Endorsement in Progress			year A (542). Reading, 54% students reading satisfactory or higher; Math, 52% of students achieving satisfactory or higher; Writing, 74% of students achieving satisfactory or higher; Science, 51% of students satisfactory or higher; Reading, 78% of lowest 25% made learning gains; 78% of students made learning gains in reading. Math, 78% of students made learning gains in math; Math, 77% of lowest 25% of students made learning gains in math. Parenting/Community Relations Resource Teacher for Hiawassee Elementary School in 2010-2011. School Grade C; Reading, 54% of lowest 25% students made adequate progress in the school; Math, 69% of lowest 25% students made adequate progress in the school; Writing, 84% of fourth grade students performed at level 4 and above on the 2011 FCAT Writes. Reading, 60% of students made learning gains in reading. Math, 48% of students made learning gains
Math Coach/Technology Support	Mike DeFrancesco	BA in English from Wake Forest University. Certification 5-9 Integrated Curriculum; and 6-12 Math	1		Liberty Middle School, 76% of lowest 25% students making learning gains.

Effective and Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date
1. All instructional applicant resumes and interest letters are screened and reviewed by the administrative team. This includes the assistant principal and principal to determine if the applicant is highly qualified and eligible to apply for open positions. The school secretary is responsible for screening calls and requesting interested applicants to submit resumes via the OCPS recruitment portal. The administrative team conducts interviews with prospective candidates prior to extending an offer. A verbal reference from prior employer is obtained to determine if the candidate is of good character and has a good working history. The OCPS E-Recruiting System is used continuously to seek out additional highly qualified applicants. Interested applicants must be paper ready prior to extending an interview or hire. Once hired, support teachers, such as the Academic Coach, Instructional Coach, Reading Coach, Science Coach, Dean of Students, and Math Coach provide continuous instructional support and professional learning opportunities for the teacher. Staff development focus on areas of need based on teacher student data, Marzano iObservation informal classroom look for walkthroughs, administrative recommendation, and teacher request	Jennifer Gramzinski, Principal Assistant Principal Academic Coach Reading Coach Math Coach Instructional Coach	August 17, 2012 - 06/03/2013
2. TIF (Teacher Incentive Fund) Provide recruitment incentive bonus, performance based evaluation incentive, Professional Learning, and salary compensation for increased student academic achievement.	Jennifer Gramzinski, Principal Latanya Nichols, Academic Coach Donna Brown, TIF Senior Administrator	August 17, 2012 - 06/03/2013
3. Hire and provide on-going professional learning opportunities which focus on strengthening teacher instructional pedagogy, and target student academic achievement, preparedness to become a productive and competitive citizen in a global society.	Jennifer Gramzinski, Principal Assistant Principal Academic Coach Reading Coach Math Coach Instructional Coach School Secretary/Personnel liaison	August 17, 2012 - 06/03/2013
4. Retain high quality teachers by providing instructional leadership opportunities for teachers to share and impart knowledge, skills, and instructional strategies to other faculty deepening the capacity to teach.	Jennifer Gramzinski, Principal Assistant Principal Academic Coach Reading Coach Math Coach Instructional Coach	August 17, 2012 - 06/03/2013
5. Establish recognition incentives and rewards to retain high quality, highly effective teachers by providing monthly incentive awards to teachers who have perfect attendance (no absences), on-time for school based meetings, collegiality and professionalism, and student achievement. Coaching and modeling cycle.	Jennifer Gramzinski, Principal Assistant Principal Academic Coach Reading Coach Math Coach Instructional Coach School Secretary/Personnel liaison	August 17, 2012 - 06/03/2013

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

Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teaching out-of-field (0% [55]) NOT highly effective (22% [12 of 55]) according to 2011-2012 Performance Evaluation Systems and Marzano Performance Systems.	• Continued professional learning opportunities and staff development targeting instructional strategies to improve and enhance teacher pedagogy in reading, math, science, and writing focusing on increasing student academic achievement. • Professional learning staff development targeting teacher understanding and instructional strategies to effectively provide response to intervention focusing on student academic achievement and career success. • Professional learning staff development targeting teacher understanding and instructional strategies to effectively develop and implement student academic needs improvement plan. This includes differentiated instructional strategies, progress monitoring, and intensive reading support targeting the needs of the student. • Continue providing professional learning staff development targeting Marzano High Probability instructional strategies focusing on increasing student reading proficiency, higher order Marzano Performance Evaluation and iObservation system providing immediate feedback and support to help teachers improve and increased instructional rigor across curriculum focusing on student academic achievement. • Continue professional learning opportunities targeting learning goals and scales, tracking student learning progress, and celebrating success • Provide professional learning staff development targeting integration of STEM (science, technology, engineering, and math) instructional strategies in reading, math, science, writing, and social studies. • Gradual release professional learning staff development of common core standards

	instructional strategies implementation.
	• Continue weekly data chats with administration and academic leadership team.
	• Administrative and Academic Team continue daily classroom walkthroughs providing instructional leadership support to increase teacher instructional strategies focusing on student proficiency and academic achievement.

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
55	7% [4]	50% [27]	35% [19]	7% [4]	37% [20]	78% [43]	5% (3)	0	41% [22]

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nicole Castor	Candace Delancy	Mentor 7 years' experience as a teacher. Mentor has bachelor degree in elementary educational; Teacher has proven student data academic achievement in reading, math, and writing.	Mentoring activities take place through Professional Learning Communities Staff Development and Lesson Study facilitated by assigned mentors, members of the resource team, grade-level leaders, and administration. Planned activities include every first Wednesday of each month faculty meet as a whole group for Professional Learning related to "learning leadership roles." Every second Wednesday

			of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Every third Wednesday of each month faculty meet as a whole group for Lesson Study PLC's. Every fourth Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Meeting times for Mentees (m & m) every second Wednesday at 2:40 p.m. Starting September 10, 2012
Angela Walton	Andrew Samuelson	Mentor 9 years experience as elementary education teacher, instructional resource, and positive behavior management experience. Mentor has master degree in educational leadership; Teacher has proven student data academic achievement in reading and math.	Mentoring activities take place through Professional Learning Communities Staff Development and Lesson Study facilitated by assigned mentors, members of the resource team, grade-level leaders, and administration. Planned activities include every first Wednesday of each month faculty meet as a whole group for Professional Learning related to "learning leadership roles." Every second Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Every third Wednesday of each month faculty meet as a whole group for Lesson Study PLC's. Every fourth Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Meeting times for Mentees (m & m) every second Wednesday at 2:40 p.m. Starting September 10, 2012
Ashley Bond	Rebecca Loyd	Mentor 3 years experience as fourth grade teacher. Mentor has degree in elementary education; ESOL endorsement. Teacher has proven student data academic achievement in reading, math, and writing.	Mentoring activities take place through Professional Learning Communities Staff Development and Lesson Study facilitated by assigned mentors, members of the resource team, grade-level leaders, and administration. Planned activities include every first Wednesday of each month

			faculty meet as a whole group for Professional Learning related to "learning leadership roles." Every second Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Every third Wednesday of each month faculty meet as a whole group for Lesson Study PLC's. Every fourth Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Meeting times for Mentees (m & m) every second Wednesday at 2:40 p.m. Starting September 10, 2012
Julio Iglesias	Alicia Florio	Mentor 10+ years experience as fourth grade teacher. Mentor has master degree in education; ESOL endorsement. Teacher has proven student data academic achievement in reading and math.	Mentoring activities take place through Professional Learning Communities Staff Development and Lesson Study facilitated by assigned mentors, members of the resource team, grade-level leaders, and administration. Planned activities include every first Wednesday of each month faculty meet as a whole group for Professional Learning related to "learning leadership roles." Every second Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Every third Wednesday of each month faculty meet as a whole group for Lesson Study PLC's. Every fourth Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Meeting times for Mentees (m & m) every second Wednesday at 2:40 p.m. Starting September 10, 2012
Brenda Vroman	Jean Baptiste	Mentor has primary education experience and is certified in elementary education. Teacher has proven student data academic achievement in	Mentoring activities take place through Professional Learning Communities Staff Development and Lesson Study facilitated

		reading and math.	by assigned mentors, members of the resource team, grade-level leaders, and administration. Planned activities include every first Wednesday of each month faculty meet as a whole group for Professional Learning related to "learning leadership roles." Every second Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Every third Wednesday of each month faculty meet as a whole group for Lesson Study PLC's. Every fourth Wednesday of each month faculty meet as whole group and then break into small group within respective grade-level PLC's focusing on student data and sharing best classroom practices. Meeting times for Mentees (m & m) every second Wednesday at 2:40 p.m. Starting September 10, 2012

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

Additional Requirements

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

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

Title I, Part A Hiawassee Elementary follows the Florida Continuous Improvement Model as its research-based school improvement model. Implementation includes the following components of the Plan-Do-Check-Act model. Frequent progress monitoring, rigorous reading, block scheduling for reading and math, STEM (science, technology, engineering, and math) integration learning activities and projects, and writing across the curriculum. Disaggregation of student data targeting strength and weaknesses; and skill specific proficiency opportunities. Instructional delivery development timeline using student data and required standards, benchmark, and big ideas. Instructional Focus Calendar and deliberate lesson plan development. Continuous and frequent progress monitoring and assessment. Intervention strategies for students based on academic strengths and weaknesses to improve reading proficiency and mastery of skills. Technological tutorials focusing on sustained silent reading skills to improve student reading comprehension, fluency, and proficiency skills. Enrichment and sustained academic achievement opportunities. Reteach opportunities for student who have not mastered proficiency skills in reading and math. Maintenance – frequent and continuous progress monitoring. Monitoring student success and provide opportunity to celebrate student success and growth. Parental involvement focusing on student academic achievement and career success. iObservation and Marzano Performance Evaluation instructional support. Integration of Common Core State Standards targeting standards and skills designed to focus on vertically aligned skills to increase student learning capacity across the curriculum and grade levels. The school will use Federal Title I funds to provide instructional support personnel, Prekindergarten services, MTSS/RTI, Lesson Study and PLC Staff Development opportunities. The Florida Inclusion Network will provide staff and materials for a school-wide study of Differentiated Instruction through technology and STEM integration.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The district liaison coordinates with the Title I Family Interventions Coordinator who involves appropriate school-based and district staff. The Title I Family Interventions Coordinator works closely with School Safe support staff to ensure student needs are met.
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Through the Evans High School Consortium K12 Feeder Initiative the goal is by 2015 for all students will achieve their academic progression plan through success in a rigorous curriculum. AVID program implementation for all grade 4 and 5 students effective with the 2011-2012 school year. Continued partnership with the Evans Consortium and other partnership with the University of Central Florida support educational opportunities to encourage academic achievement and career success.

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

Title II Title II grant funds will be used to provide instructional tutors to support students in reading and or math skill improvement. Instructional tutors work with students during classroom instructional hours focusing on specific reading or math skills and strategies to improve student academic achievement. Instructional tutoring may also be provided before or after school or on Saturday to increase the amount of minutes teachers have to work with students during small group instruction.
Title III Funding is provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based Staffing Specialist and CCT work closely identifying eligible students who need additional support in reading or math. Students may receive additional instructional support focusing on specific needs of the each child. Informational services and support are also provided to parents throughout the school year. CELLA is administered throughout the school year and provides student data which helps teachers and administrative staff focus on specific needs and reading skills for student academic and language cognitive acquisition.
Title X- Homeless Hiawassee Elementary Parenting Resource Teacher works closely with the districts Title I Homeless liaison personnel to ensure students who are or become homeless receive all available services and support offered through the district. Social Services, counseling, and transportation may be offered to the student and family if services are approved by the district. The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) As a Title I school students are eligible to participate in SES (Supplementary Education Services) after school. The SES program target students who scored a Level 1 on the FCAT reading assessment. Students receive targeted reading instruction and intervention afterschool during program service hours. The program usually operates 3-4 days a week for 2.5 hours daily.   Students may also be selected to participate in other grant funded tutorial services for reading, math, science, or writing instruction as they become available. Additionally, Hiawassee Elementary and partnering schools grant application for 21st Century Community Learning Centers was approved by the Florida Department of Education. The project, Academy of Fine Minds provides additional academic instruction in reading, math, science, and technology integration for 90 students in grades 2-5. Students selected for the program will have scored a level 1 on the 2012 reading FCAT 2.0 assessment or in needs of improvement on other grade level.
Violence Prevention Programs A partnership with the Orange County Sheriff Department provides opportunity for students to participate in the DARE Program. DARE Officers visit fifth grade classrooms weekly encourage leadership, safety, living drug free, and non-violence. Students in grades K-5 also participate in Red Ribbon activities during the month of October encouraging whole-school drug free and non-violent life styles. The Orange County Sheriff Safety Village sponsors the annual Walk Your Child to School Day educating students, parents, and community members to be mindful of pedestrian safety in and out of school.

August 2012
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Revised April 29, 2011

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

Additionally, Hiawassee Elementary School developed and implemented The Walk and Roll program designed to focus on pedestrian safety teaching students safety habits of mind while walking or riding their bike to or from school.

AVID (Advancement via Individual Determination) provides a catalyst for student advocacy and self-determination focusing on academic success and positive leadership skills and strategies.

The School Safe Program at Hiawassee Elementary provides students with safety counselors, psychiatrist, and district level support to meet the needs of students.

Nutrition Programs

Food and Nutrition is supported through the districts goal of providing nutritious meals and snacks for students on a daily basis. The district follows Federal law and U.S. Department of Agriculture policy as it relates to food distribution and service to all students. All parents are encouraged to apply for free and or reduced meals. Eligibility is based on family income criteria as set forth by the state. Hiawassee Elementary School participates in the free breakfast program which provides free breakfast to all students attending the school.

Additionally, Hiawassee Elementary School will be participating in The Fresh Fruits and Vegetables Program effective August 20, 2012. The program is designed to introduce students to various types of nutritious fresh fruits and vegetables focusing on good health and eating habits. Students are introduced to a different type of fruit and or vegetable daily to encourage healthy eating habits.

Housing Programs

Hiawassee Elementary Parent Resource and the Family Interventions Teacher work closely with the districts Title I Homeless liaison
personnel to ensure students who are or become homeless receive all available services and support offered through the district. Social Services, counseling, and transportation may be offered to the student and family if services are approved by the district.
Additionally, School Safe personnel are available on campus to support families in crisis or students in need of counseling services.

Head Start

Local Head Start and School Readiness Preschool programs visit Hiawassee Elementary Kindergarten classes. Parents of children from early childhood programs are invited to attend Parent Workshops yearly at the school. School based Pre K programs conduct Kindergarten open house registration during the summer for early registration and student readiness.

The Head Start and School Readiness Preschool serve as support to increase the number of VPK students who will enter elementary school ready based on FLKRS data.

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

Adult Education Hiawassee Elementary works in partnership with OCPS Vo Tech programs to support adult educational needs. Interested parents are referred to Westside Vo Tech or Orlando Vo Tech for additional information.
Career and Technical Education Hiawassee Elementary works in partnership with OCPS Vo Tech programs to support adult educational needs. Interested parents are referred to Westside Vo Tech or Orlando Vo Tech for additional information. Additional parental workshops are provided by the Parent Resource/Community Relations Teacher. Workshops focus on reading strategies to support student learning at home, computer skills, technology usage, literacy, math, and the parents' ability to use tools to support student achievement building a stronger home/school partnership.
Job Training A partnership with Homewood Suites by Hilton Convention Center will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Teach-In provides community partners the opportunity to visit classrooms sharing with students areas of expertise and providing real world experiences related to career path, and opportunities. Burnett Honors students visit the campus weekly introducing to students leadership and career concepts lessons. The program is meant to provide students in grades 3-5 with information and career opportunities to encourage student career interest through grade level lessons.
Other University of Central Florida, Valencia Community College, EVANS HS Consortium, Orlando Science Center and OUC Water Conservation Program, and other community partners visit and volunteer throughout the school year providing additional opportunity for students to engage and participate in real world projects, discussion, and activities that target reading proficiency, problem-solving, creativity, and student success.

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

School-based MTSS leadership team:

Jennifer Gramzinski, Principal

Brenda Guevara-Santiago, RTI Coach

Flor Mason, Reading Coach

Latanya Nichols, Academic Coach

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 school-based MTSS leadership team provides a common vision for the use of student data used for decision-making to support student learning needs. The team provides research based curriculum for classroom instructional implementation. The MTSS leadership team meets on a weekly basis to share and discuss student monitoring progression and challenges. The team supports gradual release and scaffolded professional learning opportunities for faculty to increase instructional rigor in the classroom targeting specific student learning needs. The team works collaboratively with school-based classroom faculty, district support, and parents to identify and support next action steps to support the student throughout the multi-tier support system.

The school-based MTSS goal is to decrease disproportionate classification in Special Education. The leadership team is focused on enrollment classifications and interventions within the MTSSS process.

Brenda Santiago, Staffing Specialist works with and through Regular Education Teachers and district staff to support the MTSS process. Regular Education Teachers and Exceptional Education

Teachers (primary and intermediate) are an integral component to the process: Classroom teachers provide information about core instruction, participates in student data collection, deliver Tier 1

instruction/intervention, collaborate with other staff to implement Tier 2 interventions for students in need, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in student data

collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Flor Mason, Reading Coach; and Latanya Nichols, Academic Coach/CRT:
Assist in the development and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of Professional Learning; and provides support for assessment and implementation monitoring.

Flor Mason, Reading Coach:
Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides Professional Learning and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Tia Battey, School Psychologist:
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides Professional Learning and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities during

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the MTSS process.

Dr. Trawick-Wellington: Serve as family interventions support and liaison between family, school, and child services advocates.

This is the flowchart for referring students for school-based MTSS leadership team is as follows:

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I. Teacher has concerns for a student (academic or social/emotional)

II. Consult with staffing specialist, Mrs. Guevara-Santiago for directions on completing a referral form for an intervention services.

III. Upon completion of referral form a meeting will be scheduled by Mrs. Guevara-Santiago

IV. Meet with team for strategic interventions (Tier 2) in place for struggling student.

V. Teacher will provide interventions for a set period of time and monitor progress.

VI. Reconvene to discuss if interventions have worked or not.

VII. If interventions have worked provide continued support as needed. If interventions have not worked then meet with team and move onto intensive interventions (Tier 3) and monitor progress.

VIII. Reconvene to discuss if interventions worked and document strategies implemented that resulted in intervention success. If interventions did not work proceed to the next step.

IX. Educational Planning Team (EPT) meeting will be scheduled with staffing specialist, teacher, school psychologist, resource teacher, parents, and/or administrator if intensive interventions are not

successful

X. Based on the team's decision at the EPT meeting either interventions will continue or we will pursue an assessment for exceptional student education (ESE) services.

XI. Student meets/does not meet criteria to be considered for an ESE program

XII. A staffing meeting takes place whether a student is eligible for an ESE program or not. This allows the parents to be informed about the assessment results. An IEP (Individual Education Plan) is

written if the student is eligible.

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?

The school-based MTSS leadership team uses data from previous academic school year to determine areas of strength, weakness, and opportunity for change within the RTI process. Evaluating student assessment data, services provided, and the results of curriculum implemented within the school-based MTSS process. The team uses these data to develop the FCIM (Florida Continuous Improvement Model) to implement as written within the School Improvement Plan.

The school-based MTSS goal is to decrease disproportionate classification in Special Education. The leadership team is focused on enrollment classifications and interventions within the MTSSS process.

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

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.

The Information Management System (IMS) implementation will be effective with the 2012-2013 school year. The system provides an array of instructional development, management, and other resources to communicate and effectively track student academic and behavior progression.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Edusoft benchmark assessment, FLKRS, CELLA, Florida Alternative Assessment, Imagine It, Envision, FAIR, Dibels, Foresight Assessments (reading, math, and science), AIMS web, and Florida Comprehensive Assessment Test (FCAT) data is administered throughout the year. Most of the data is stored via Enterprise Data Warehouse (EDW). However, Dibels, Fair, and Foresight provide a strategic data management system which is easily accessible by administrators and school-based coaches.

Progress Monitoring is provided through: FLKRS, CELLA, Florida Alternative Assessment, PMRN, AIMS web, FAIR, Foresight Assessments, Dibels, Imagine It, Envision, Edusoft Curriculum Based Measurement (CBM), FCAT Simulation, and school wide Florida's Continuous Improvement Model. The Instructional Focus Calendar serves as a school-wide compass with specific reading, math, writing, and science progress monitoring and assessment days.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Dibels, Foresight Assessments, Edusoft benchmark assessment, Elements of Reading Fluency, FasttMath, Write Score, STAR Reading, and STAR Math

CHAMPS Positive Behavior program and OCPS Discipline Referral Database is used to monitor and address student behavior needs or intervention plans.

End of year: FAIR, Dibles, Foresight Assessments, AIMS web, Edusoft benchmark assessments and FCAT

Frequency of Data Chat Days with Administrator: twice a month for data analysis.

Describe the plan to train staff on MTSS.

Multi-tier Support Services (MTSS) school-based leadership team will provide Professional Learning introducing the process and strategies within each tier. The RTI Coach and district support services focus on specific professional learning training that will increase the teacher understanding and effective application of the intervention process within the multi-tier process.. As a professional learning center staff will participate in whole group and small group staff development sessions. Whole group PLC's provide faculty the opportunity to learn and participate in activities which focus on

learning and doing the RTI process. Small group PLC's provide smaller grade-level teams to discuss, share, and practice RTI strategies.

Faculty will be responsible for maintaining an RTI binder for each student in his/her classroom. Data chat meetings with the RTI Coach provide additional individualized and small group Professional

Learning opportunities on a monthly basis to progress monitor student academic growth; and teacher understanding and effective implementation of the process.

Describe the plan to support MTSS.

The MTSS school-based leadership team meets monthly or as frequently as needed to share and discuss student data, evaluate trends and Professional Learning needs, and implement differentiated

instructional practices based on the needs of students.

The MTSS school-based leadership team works diligently and collaboratively with teachers focusing on student academic achievement success. The team will continue to support faculty providing guidance and instructional leadership support for Tier 1, 2, and 3 students; support academic and social/emotional areas that need to be addressed; assist in setting clear expectations and goals for instruction in reading, math, science, and writing (Rigor, Relevance, Relationship); assist in the facilitation and development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing) while targeting specific learning needs of the student; ensure the alignment of MTSS is within RTI practices and procedures of instructional intervention timelines for Tier 1, Tier 2, and Tier 3 implementation and documentation process.

Literacy Leadership Team (LLT)

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

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Hiawassee Elementary School implemented a school-based literacy leadership team which consists of the following team members: The primary goal of the team is to focus on school-wide literacy curriculum and activities that will improve teacher pedagogy and student success in reading. 1. Jennifer Gramzinski, Principal 2. Assistant Principal, Dr. Trawick 3. Flor Mason, Reading Coach 4. Latanya Nichols, Academic Coach 5. Brenda Santiago, Staffing Specialist and RTI Coach 6. Elvia Asencio, CCT 7. Kim Maise, Media Specialist 8. Dieumene Laurenceau, ESOL ParaProfessional
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team meets once a week to discuss, share, and plan based on student data, classroom walkthrough data, intervention support, and instructional leadership support. • Support teachers in the implementation of school-wide literacy/instructional strategies • Introduce/support the use of a variety of assessment strategies to support literacy achievement • Analyze data for instructional decision making • Facilitate the use of a examining student work protocol • Assist teachers in differentiating learning through modeling, individualized staff development, and lesson studies • Observe, provide feedback, model literacy lessons and support teachers • Suggest appropriate resources • Facilitate professional learning opportunities to improve literacy achievement
What will be the major initiatives of the LLT this year? School Literacy Leadership Team will provide instructional strategies to continue rigor and implementation of the school-wide literacy plan. The initiative this year is to continue supporting classroom teachers with the implementation of Literacy Circles, MTSS for reading intervention of nonfiction text, Marzano instructional strategies focusing on specific learning goals and scales, planning and preparedness of lessons, and student engagement in grades K-5. The Literacy Team will also focus on supporting teachers in grades K-2 in the implementation of Common Core Standards.   Continued recruitment efforts with parental involvement and community volunteers to participate in school-based reading initiatives in grades K-5. The "Raising Readers" volunteer to support student reading success and individual development. SAI funds will be used to support student reading achievement for ELL and ESE students. ELL learners will use Imagine Learning for those students who have little or no English Language acquisition.

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

Target Instructional Tutors will also support the literacy team targeting level 1 and level 2 students as identified by 2012 FCAT 2.0 reading test. The instructional tutors are certified highly qualified teachers. Each instructional tutor is assigned to either reading or math based on degree certification and area of experience/expertise. The instructional tutors support the Literacy Team through small group intervention instructional tutoring targeting specific areas of need to increase the number of students reading on grade level by age 9.

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.

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

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.

Local Head Start and School Readiness Preschool programs are encouraged to begin acclimating students to early education and school readiness curricula during their programs. Early childhood registration for Pre K and Kindergarten during early bird registration sessions.

Our goal is to increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score of 70% and above).

Preschool teachers work with students throughout the year developing reading, social, and independency skills. At
Hiawassee Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in
The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students.
The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy.
Screening data will be collected and aggregated prior to September 10th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and next action steps for student instructional/intervention programs.
ECHOS/FLKRS using FAIR PMRN annual assessment provides early readiness information determining student academic, social, and physical mobility

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

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

N/A

High Schools Only

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

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

N/A

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

Hiawassee Elementary School will continue building the capacity of Advancement via Individual Determination (AVID) in grades 4 and 5 with implementation into grade 3 for the 2012-2013 school year. AVID is designed to increase school wide learning and performance through individual intrinsic learning, leadership, and success. The mission of AVID is to ensure that all students,

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

especially the least served students in the middle, complete a college preparatory path.

AVID (Advancement Via Individual Determination) has proven time and time again that, when given a curriculum of academic rigor and support, students can be academically successful. AVID Elementary is designed to be embedded into the daily curriculum across entire grade levels to impact school wide structures. AVID Elementary is not intended to be taught in isolation or within an elective setting. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID Center's mission to close the achievement gap by preparing all students for college readiness and success in a global society.

Implementation of STEM (science, technology, engineering, and math) based learning opportunities integrated throughout the curriculum will also provide opportunity for students to engage in higher order critical thinking dialogue, activities, and skill based experiences. STEM focuses on skill based and career minded interest.

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.

Hiawassee Elementary will continue to build capacity on creating a greater emphasis on reading, math, and science college and career preparedness. Our goal is to increase the number of students who are college and career ready through awareness through the AVID Program (Advancement Via Individual Determination) We encourage students to excel in all subject areas and to begin thinking about college through "College Spirit Day" every Friday. Students, faculty, and staff are encouraged to celebrate "college spirit day" by wearing their favorite college colors or school spirit shirts.

Hiawassee Elementary School will continue building the capacity of Advancement via Individual Determination (AVID) in grades 4 and 5 with implementation into grade 3 for the 2012-2013 school year. AVID is designed to increase school wide learning and performance through individual intrinsic learning, leadership, and success. The mission of AVID is to ensure that all students, especially the least served students in the middle, complete a college preparatory path.

AVID (Advancement Via Individual Determination) has proven time and time again that, when given a curriculum of academic rigor and support, students can be academically successful. AVID Elementary is designed to be embedded into the daily curriculum across entire grade levels to impact school wide structures. AVID Elementary is not intended to be taught in isolation or within an elective setting. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID Center's mission to close the achievement gap by preparing all students for college readiness and success in a global society.

Implementation of STEM (science, technology, engineering, and math) based learning opportunities integrated throughout the curriculum will also provide opportunity for students to engage in higher order critical thinking dialogue, activities, and skill based experiences. STEM focuses on skill based and career minded interest.

A middle school transition program focuses on educating and introducing students to middle school in the fourth semester through the EVANS High School Feeder Consortium Program. Feeder schools include: Hiawassee Elementary School, Robinswood Middle School, and Evans High School. Although other schools are included in the consortium.

University of Central Florida partnership provide opportunities for students to engage in activities and projects that focus on building student understanding of processes related to career and college readiness. .

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

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. Teacher limited depth of knowledge and understanding of differentiated instructional practices to increase student achievement through higher order questioning and differentiated instructional strategies during reading.	1A.1. Provide professional staff development and opportunities for teacher to learn and provide intervention strategies for students using differentiated instruction and Marzano non-linguistic strategies and thinking maps to support student learning. Provide teachers with continued opportunity to learn and practice effective instructional strategies to increase student learning. Resource team support teacher learning by meeting with teachers to provide additional intervention support for teachers. Provide ongoing coaching, modeling, and feedback of instructional strategies to increase student achievement. Instructional tutors provide reading intervention to students needing support in reading.	1A.1. Administrative Team Classroom Teacher Academic Coach Reading Coach Staffing Coordinator	1A.1. Teacher data chats Professional learning community Lesson Studies RTI Academic Meetings and staff development Teacher IPDP Plan Student participation in daily computer-based Reading Plus reinforcement. Accelerated Reader awards points system.	1A.1. Edusoft Benchmark Assessments FAIR – progress monitoring SRA Imagine It ELL Support - Progress Monitoring Reading Mastery Intervention – small group intervention provided by CCT Resource Teacher FCAT Teacher IPDP Plan Literacy Data Chats and activity boards FAIR Dibels Assessment Results Individual Education Plan Reading Plus Reports Accelerated Reader Teacher and student reports.
Reading Goal #1A: On the 2012 FCAT 2.0, 27% (89 of 330) testing students in grades 3-5 achieved (Level 3) in reading. By June 2013, our goal for FCAT 2013 is that 40% (132 of 330) testing students at Hiawassee Elementary School in grades 3-5 will demonstrate reading achievement Level 3. *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* On the 2012 FCAT 2.0, 27% (89 of 330) tested students in grades 3-5 achieved (Level 3) in reading.	2013 Expected Level of Performance:* By June 2013, Hiawassee's expected goal for FCAT 2.0 2013 is that 40% (132 of 330) testing students in grades 3-5 will demonstrate reading achievement Level 3.					

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

				1A.2. Limited level of understanding of Common Core Standards.	1A.2. Continue providing Professional Learning for all instructional staff on the Common Core and Next Generation State Standards.	1A.2. Administrative Team CCT Academic Coach Reading Intervention Teacher Teacher Leaders AVID Coordinator	1A.2. Ongoing Professional Learning weekly from 2:00 p.m. – 3:00 p.m. Small group staff development weekly PLC's and during planning period. Online technical support training and resources – CPALMS, PD360, and CWT informal/formal feedback Teacher IPDP Plan	1A.2. Marzano Classroom Walkthrough Professional Learning Principal weekly data chats on Thursday CCT Data chats with faculty monthly and progress monitoring meetings Lesson plans and instructional focus calendar Individual Education Plan
				1A.3. Limited teacher understanding and application of instructional strategies integrating higher order thinking questions.	1A.3. Provide Professional Learning for all instructional staff on higher order questioning/Webbs DOK. Implement Coaching and modeling cycle.	1A.3. Administrative Team Staffing Coordinator Academic Coach Reading Intervention Teacher Teacher Leaders AVID Coordinator	1A.3. Ongoing Professional Learning weekly from 2:00 p.m. – 3:00 p.m. Small group staff development weekly PLC's and during CCT data chat planning meetings monthly Online technical support training and resources – CPALMS, PD360, and CWT informal/formal feedback Teacher IPDP Plan	1A.3. Marzano Classroom Walkthrough Professional Learning data chats with CCT resource teacher Staffing Coordinator Data chats with faculty monthly and progress monitoring meetings Principal weekly data chats on Thursday Lesson plans and instructional focus calendar FCAT assessment data results Edusoft Benchmark

						assessment results ELL benchmark assessment results
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Teacher depth of understanding and effective use of access points to increase and enhance student academic achievement.	1B.1. The Multi-Tiered Support System team spearheaded by the RTI Coach will provide weekly staff development through data chat meetings, and staff development to improve and enhance teacher understanding of access points and instructional strategies to meet the needs of students.	1B.1. Administrative Team Reading Intervention Teacher CCT Coordinator Staffing Coordinator Academic Coach IND Classroom Teachers	1B.1. Small group staff development weekly PLC's and during RTI data chat planning meetings monthly Online technical support training and resources – CPALMS, PD360, and CWT informal/formal feedback Teacher IPDP Plan	1B.1. Access points skill performance progress monitoring checklist Florida Alternate Assessments Individual Education Plan
Reading Goal #1B: On the 2012 Florida Alternate Assessment, 46% (6 of 13) assessed students achieved performance Levels 4, 5, and 6 in reading. By June 2013, our goal for Florida Alternate Assessment is that 77% (10 of13) assessed students will achieve performance Levels 4, 5, and 6 in reading.	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment, 46% (6 of 13) assessed students achieved performance Levels 4, 5, and 6 in reading.	2013 Expected Level of Performance:* By June 2013, our goal for Florida Alternate Assessment 2013 is that 77% (10 of13) assessed students will achieve performance Levels 4, 5, and 6 in reading.				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Teachers lack a high level of skillfulness to increase instructional rigor (high-order questions and activities) to sustain and provide enrichment opportunities for high achieving students.	2A.1. Teachers continue increasing instructional rigor and provide opportunities for students to engage in higher order thinking activities, projects, and enrichment activities. Use Marzano's High Probability Strategies to enhance student understanding and learning achievement. Continue providing professional learning opportunities for teachers to develop skill and understanding of higher order thinking instructional strategies.	2A.1. Administrative Team Classroom Teacher Academic Coach Reading Coach ESOL/ CCT Resource Teacher RTI Coach Math Coach	2A.1. Ongoing Professional Learning weekly from 2:00 p.m. – 3:00 p.m. Small group staff development weekly PLC's and during data chat planning meetings Weekly. Online technical support training and resources – CPALMS, PD360, and CWT, face-to-face support, iObservation informal/formal feedback **Teacher IPDP Plan** Student participation in daily computer-based Reading Plus reinforcement. Accelerated Reader awards points system.	2A.1. Marzano Classroom Walkthrough Professional Learning data chats with resource teacher Principal weekly data chats Lesson plans and instructional focus calendar FCAT assessment data results Edusoft Benchmark assessment results ForeSight benchmark assessment results ELL benchmark assessment results Teacher IPDP Plan Literacy Data Chats and activity boards FAIR Dibels Assessment Results Individual Education Plan Accelerated Reader awards points system
Reading Goal #2A: Reading Goal #2A: On the 2012 FCAT 2.0, 22% (74 of 330) tested students in grades 3-5 achieved above proficiency (Level 4 or above) in reading. Our goal for FCAT 2.0 2013 is that 32% (106 of 330) testing students in grades 3-5 will score at or above achievement (Level 4) in reading.	2012 Current Level of Performance:* On the 2012 FCAT 2.0, 22% (74 of 330) tested students in grades 3-5 achieved above proficiency (FCAT Level 4 or above) in reading.	2013 Expected Level of Performance:* By June 2013, Hiawassee's expected goal for FCAT 2.0 is that 27% (54 of 198) testing students in grades 3-5 will score at or above achievement (Level 4) in reading.					

		2A.2. Limited first year implementation of gifted or advanced classrooms on each grade level, and teacher understanding of how to effectively teach gifted students.	2A.2. Provide professional learning opportunities for teachers to improve and enhance instructional knowledge, skills, and strategies related to teaching gifted students. Implementing Coaching Cycle.	2A.2. Administrative Team Classroom Teacher Academic Coach Reading Coach Staffing Coordinator ESOL/CCT Resource Teacher RTI Coach Math Coach	2A.2. Ongoing Professional Learning weekly from 2:00 p.m. – 3:00 p.m. Small group staff development weekly PLC's and during data chat planning meetings Weekly. Online technical support training and resources – CPALMS, PD360, and CWT, face-to-face support, iObservation informal/formal feedback Teacher IPDP Plan	2A.2. Marzano Classroom Walkthrough Professional Learning data chats with resource teacher Principal weekly data chats Lesson plans and instructional focus calendar FCAT assessment data results Edusoft Benchmark assessment results ForeSight benchmark assessment results ELL benchmark assessment results. Teacher IPDP Plan Literacy Data Chats and activity boards FAIR Assessment Results Dibels Assessment Results.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: On the 2012 Florida	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2B.1. Increasing instructional rigor (high-order questions and activities) to sustain and	2B.1. The Multi-Tiered Support System team spearheaded by the RTI Coach will provide	2B.1. Reading Intervention Teacher	2B.1. Small group staff development weekly PLC's and during RTI data chat	2B.1. Access points skill performance progress monitoring checklist

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

Alternate Assessment, 31% (4 of 13) assessed students scored at or above Level 7 in reading. By June 2013, our goal for Florida Alternate Assessment is that 62% (8 of 13) assessed students will achieve at performance Level 7 or above in reading.	On the 2012 Florida Alternate Assessment, 31% (4 of 13) assessed students scored at or above Level 7 in reading.	By June 2013, our goal for Florida Alternate Assessment is that 62% (8 of 13) assessed students will achieve at performance Level 7 or above in reading.	provide enrichment opportunities for high achieving students using differentiated instruction and hands on activities. Teachers have limited experience with Thinking Maps.	weekly staff development through data chat meetings, and staff development to improve and enhance teacher understanding of access points and instructional strategies to meet the needs of students. Thinking Maps staff development provided by classroom teachers and the resource team.	CCT Coordinator Academic Coach Staffing Coordinator CCT Coordinator IND Classroom Teachers	planning meetings monthly Staff development training and resources – CPALMS, PD360, IMS, and CWT informal/formal feedback Teacher IPDP Plan	Florida Alternate Assessments Individual Education Plan
			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 reading.			3A.1. It is a struggle dedicating additional instructional time within the master schedule to support struggling readers throughout the school day.	3A.1. Provide targeted reading instruction using curriculum guide and differentiated instruction to meet the needs of students identified as level 1, level 2, and level 3 students. Continued immediate intensive instruction in reading during the school day in reading block. Continue dedicated block scheduling for reading focusing on improving student reading proficiency during whole group and small group instruction. Continue Walk to Intervention – 45 minutes every morning, with fidelity, focusing on specific and targeted skills the student needs to become a proficient and successful reader. Continue iii (immediate intensive instruction) - push-in and small group pull outs by resource team members daily.	3A.1. Administrative Team Classroom Teacher Academic Coach Reading Coach ESOL/CCT Resource Teacher RTI Coach Math Coach AVID/Dean Coach Media Specialist ESOL Paraprofessional	3A.1 Ongoing Professional Learning weekly from 2:00 p.m. – 3:00 p.m. Small group staff development weekly PLC's and during data chat planning meetings Weekly. Online technical support training and resources – CPALMS, PD360, and CWT, face-to-face support, iObservation informal/formal feedback Teacher IPDP Plan Ongoing progress monitoring Student data chats	3A.1. Marzano Classroom Walkthrough Professional Learning data chats with resource teacher Principal weekly data chats FCAT assessment data results Edusoft Benchmark assessment results ForeSight benchmark assessment results ELL benchmark assessment results Teacher IPDP Plan Literacy Data Chats and activity boards FAIR Dibels Assessment Results Individual Education Plan Accelerated Reader awards points system
Reading Goal #3A: On the 2012 FCAT 2.0, 78% (257 of 330) tested students in grades 3-5 made learning gains in reading. Hiawassee's goal for FCAT 2.0 2013 is that 81% (267 of 330) testing students will make learning gains equivalent to, or exceeding one year's growth on the FCAT reading assessment.	2012 Current Level of Performance:* On the 2012 FCAT 2.0, 78% (257 of 330) tested students in grades 3-5 made learning gains in reading.	2013 Expected Level of Performance:* Hiawassee's expected level of performance goal for FCAT 2.0 2013 is that 81% (267 of 330) testing students will make learning gains equivalent to, or exceeding one year's growth on the FCAT reading assessment.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

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

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: On the 2012 Florida Alternate Assessment, 1% (1 of 13) assessed students made learning gains in reading. On the 2013 Florida Alternate Assessment, 5% (7 of 13) assessed students will make learning gains in reading.	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment, 1% (1 of 13) assessed students made learning gains in reading.	2013 Expected Level of Performance:* On the 2013 Florida Alternate Assessment, 5% (7 of 13) assessed students will make learning gains in reading.	Teacher depth level of understanding and effective use of access points to increase and enhance student academic achievement.	Provide staff development targeting instructional use of access points to meet the needs of individual student learners. Provide coaching and modeling cycle.	Reading Intervention Teacher CCT Coordinator Academic Coach Staffing Coordinator CCT Coordinator IND Classroom Teachers	Small group staff development weekly PLC's and during data chat planning meetings Weekly. Online technical support training and resources – CPALMS, PD360, and CWT, face-to-face support, iObservation informal/formal feedback Teacher IPDP Plan Ongoing progress monitoring	Access points skill performance progress monitoring checklist Florida Alternate Assessments Individual Education Plan
			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 reading.			4A.1. Lack of dedicated instructional time and human resources within the daily schedule to provide extended reading support focusing on specific learning needs of the lowest 25% of students needing to make learning gains.	4A.1. Continue providing differentiated instruction during daily classroom instruction targeting specific skills students need to become proficient readers. Continue PE Waiver student pull outs for students in the lowest 25% in reading. Resource teachers and classroom teachers provide additional reading intervention targeting specific learning needs of the student. The PE Waiver is signed by the parent and kept on file at the school. Students in the lowest performing group of 25% receive daily/weekly intensive reading support during PE schedule. Continue pulling Level 1 students to participate in before, during, after school, and Saturday school academic tutoring programs (SES, 21st Century, school-based etc.) Students use Progress Monitoring Chart to track assessment data and set goals to achieve academic improvement	4A.1. Reading Coach Resource Team Classroom Teacher AVID Coordinator Academic Coach Administrative Team	4A.1. Weekly PLC whole group and small group data meetings to ensure each portion of the action plan is implemented with fidelity and frequent monitoring takes place. Students take mini-assessments, pre and post assessments to measure learning growth and mastery of skills and standards. Walk to Intervention implemented with fidelity Continued progress monitoring and fluid intervention groups Small group rotations focusing on student specific learning needs.	4A.1. Elements of Reading Assessments Edusoft Benchmark Assessment FAIR PMRN Data chats with students – Progress Monitoring Chart FCAT 2.0 2013 Enterprise Data Warehouse Data Monitoring System DIBELS Foresight Assessment Student Data Chats Individual Education Plan Accelerated Reader awards points system
Reading Goal #4: On the 2012 FCAT 2.0 Reading Assessment, 78% (257 of 330) of students in lowest 25% made learning gains in reading, in grades 3-5. Hiawassee's 2013 goal is that 80% (264 of 330) of the students testing in the lowest 25% will make adequate learning gains equivalent to, or exceeding one years' growth on the FCAT reading assessment. This is an increase of (7) additional student making learning gains in reading.	2012 Current Level of Performance:* On the 2012 FCAT 2.0 Reading Assessment, 78% (257 of 330) of students in lowest 25% made learning gains in reading, in grades 3-5.	2013 Expected Level of Performance:* Hiawassee's 2013 expected level of performance goal is that 80% (264 of 330) of the students testing in the lowest 25% will make adequate learning gains equivalent to, or exceeding one years' growth on the FCAT reading assessment.					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.

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

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

			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1. Teacher depth of high level of understanding and effective use of access points to increase and enhance student academic achievement.	4B.1. Provide staff development targeting instructional use of access points focusing on differentiated instruction to meet the needs of individual student learners. The Response to Intervention Coach will meet with IND teachers on a weekly basis to share and discuss student progress, provide scaffold staff development, and target student support needs. Provide ongoing coaching, modeling, and feedback of instructional strategies to increase student achievement.	4B.1. Response to Intervention Coach Administrative Team Reading Coach	4B.1. Small group staff development weekly PLC's and during data chat planning meetings Weekly. Online technical support training and resources – CPALMS, PD360, and CWT, face-to-face support, iObservation informal/formal feedback Teacher IPDP Plan Ongoing progress monitoring	4B.1. Access points skill performance progress monitoring checklist Florida Alternate Assessments Individual Education Plan
Reading Goal #4B: On the 2012 Florida Alternate Assessment, 77% (10 of 13) assessed percentage of students in lowest 25% making learning gains in reading. On the 2012 Florida Alternate Assessment, 92% (12 of 13) assessed percentage of students in lowest 25% will make learning gains in reading.	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment, 77% (10 of 13) in lowest 25% made learning gains in reading.	2013 Expected Level of Performance:* On the 2013 Florida Alternate Assessment, 92% (12 of 13) of students in lowest 25% will make learning gains in reading.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		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** 41%	46%	51%	56%	61%	66%	71%
Reading Goal #5A: To reduce the achievement gap of students by 50% over the next six years in reading.							

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. Black: Teacher limited level of understanding effective differentiated instructional strategies targeting individual student academic achievement. Hispanic: Teacher limited level of understanding effective differentiated instructional strategies and English language Learner strategies.	5B.1. Provide ongoing professional staff development for teachers targeting differentiated instructional strategies increasing the teacher's depth of knowledge and understanding of effective instructional strategies to increase student achievement. Coaching and modeling cycle. The classroom teacher will work with parent using student planner and progress monitoring chart to inform parent of student learning progress. Teachers will use Marzano High Yield Probability Strategies Nonlinguistic representations to help students understand content. Through the use of Thinking Maps. Students selected to participate	5B.1. Classroom Teacher Reading Intervention Coach Academic Coach/CRT Administrative Team CCT Staffing Specialist	5B.1. RTI Academic Data Chat Meetings Weekly PLC whole group and small group data meetings to ensure each portion of the action plan is implemented with fidelity and frequent monitoring takes place. Students take mini-assessments, pre and post assessments to measure learning growth and mastery of skills and standards. iii intervention assessments Daily Walk to Intervention – teacher observation and assessment (formal and informal)	5B.1. Elements of Reading Assessments Edusoft Benchmark Assessment FAIR PMRN Data chats with students – Progress Monitoring Chart FCAT 2.0 2013 Enterprise Data Warehouse Data Monitoring System DIBELS Assessments Foresight Assessment Student Data Chats	
Reading Goal #5B: All subgroups made AMO progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

				in before and after school academic tutoring programs (SES, 21st Century, etc.)			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Teacher limited level of understanding and use of differentiated instruction and scaffolding strategies to increase learning of ELL learners reading progress. Level of teacher pedagogy of implementing effective ESOL language acquisition and instructional strategies to increase student reading achievement	5C.1. Coaching and modeling cycle. ELL/CCT Resource Teacher provide small group and whole group PLC staff development to support teacher understanding and implementation of research-based ELL differentiated instructional practices in the classroom. Provide coaching, modeling, and continuous feedback to support teacher pedagogy of ELL strategies. Classroom teacher uses Imagine Learning English and ELL and Reteach instructional strategies to support student learning. Continue students selected to participate in before, after school academic, and Saturday tutoring programs (SES, 21st Century, etc.) Students use Progress Monitoring Chart to track assessment data and set goals to achieve academic improvement	5C.1. Classroom Teacher Reading Intervention Coach Academic Coach/CRT CCT Classroom Teacher RTI Team Staffing Specialist Avid Coordinator Administrative Team	5C.1. RTI Academic Data Chat Meetings CCT during Academic Data Chat Meetings Weekly PLC whole group and small group data meetings to ensure each portion of the action plan is implemented with fidelity and frequent monitoring takes place. Student takes mini-assessments, pre and post assessments to measure learning growth and mastery of skills and standards. iii intervention assessments ELL Imagine Learning daily interface and participation	5C.1. Imagine Learning English Elements of Reading Assessments Edusoft Benchmark Assessment FAIR PMRN Data chats with students – Progress Monitoring Chart FCAT 2.0 2013 Enterprise Data Warehouse Data Monitoring System DIBELS Assessments Foresight Assessment Student Data Chats
Reading Goal #5C: All subgroups made AMO progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Teacher limited depth of understanding of differentiated instructional best practices to meet the learning needs of students with disabilities.	5D.1. Continue providing Professional Learning for instructional staff on Differentiated Instructional strategies focusing on learning standards and strategies for students with disabilities. Provide ongoing coaching, modeling, and feedback of instructional strategies to increase student achievement. Teachers will use Marzano High Probability Strategies and nonlinguistic representations to help students understand content. Thinking Maps. Classroom teachers continue small group intervention with reading focusing on student reading proficiency. Reading Coach monitor student progress using Imagine It mini assessments and provide specific differentiated instruction targeting specific skills the student needs to become a proficient reader. Parent Workshops to support student reading and learning at home. RTI Coach provides small group professional learning opportunities to help teachers improve instructional pedagogy.	5D.1. Classroom Teacher Reading Intervention Coach Academic Coach/CRT CCT Coordinator SLD Resource Teacher Classroom Teacher RTI Team Staffing Specialist Avid Coordinator Administrative Team	5D.1. RTI Academic Data Chat Meetings CCT during Academic Data Chat Meetings Weekly PLC whole group and small group data meetings to ensure each portion of the action plan is implemented with fidelity and frequent monitoring takes place. Student takes mini-assessments, pre and post assessments to measure learning growth and mastery of skills and standards. iii intervention assessments IPDP Professional Plan	5D.1. Elements of Reading Assessments Edusoft Benchmark Assessment FAIR PMRN Data chats with students – Progress Monitoring Chart FCAT 2.0 2013 Enterprise Data Warehouse Data Monitoring System DIBELS Assessments Foresight Assessment Student Data Chats IPDP Professional Plan
Reading Goal #5D: SWD subgroup made AMO progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teacher limited depth of knowledge and understanding of differentiated instructional practices to increase student achievement through higher order questioning during reading.	5E.1. Continue providing Professional Learning for instructional staff on Webb's Depth of Knowledge. Continue providing professional learning opportunities for teachers using Marzano High Probability Strategies and non-linguistic representations to help students understand content. Thinking Maps. Classroom teachers continue small group intervention with reading focusing on student reading achievement. Reading Coach monitor student progress using Imagine It mini assessments and provide specific differentiated instruction targeting specific skills the student needs to become a proficient reader. Parent Workshops to support student reading and learning at home. RTI Coach provides small group professional learning opportunities to help teachers improve.	5E.1. Reading Intervention Coach Academic Coach/CRT CCT SLD Resource Teacher Classroom Teacher RTI Team Staffing Specialist Avid Coordinator Administrative Team	5E.1. RTI Academic Data Chat Meetings SLD Academic Data Chat Meetings Weekly PLC whole group and small group data meetings with classroom teacher to ensure each portion of the action plan is implemented with fidelity and frequent monitoring takes place. Students take mini-assessments, pre and post assessments to measure learning growth and mastery of skills and standards. iii intervention Walk to Intervention – Daily targeted instructional strategies taught and facilitated by the classroom teacher focusing on specific standards and skills the student needs to become a successful reader and learner. PE Waiver pullouts – the classroom teacher or resource member will use reading data to support student learning and academic achievement. Students use Progress	5E.1. Elements of Reading Assessments Edusoft Benchmark Assessment FAIR PMRN Data chats with students – Progress Monitoring Chart FCAT 2.0 2013 Enterprise Data Warehouse Data Monitoring System DIBELS Assessments Foresight Assessment Student Data Chats IPDP Professional Plan
Reading Goal #5E: ED students met AMO goals for 2012	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

						Monitoring Chart to track assessment data and set goals to achieve academic improvement	
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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
Response to Intervention	K-5	Brenda Guevara	School-wide	Second Tuesday of each month	Data chat meetings/student data/ classroom walkthroughs	Brenda Guevara Administrative Team
Academic Needs Improvement	K-5	Elvia Asencio	School-wide	Third Tuesday of each month	Data chat meets/student data/ classroom walkthroughs	Elvia Asencia Administrative Team
Marzano – The Art and Science of Teaching	K-5	Latanya Nichols	School-wide	Last Tuesday of each month	Data chat meetings/student data/iObservation classroom walkthrough	Latanya Nichols Administrative Team
Reading Intervention	K-5	Flor Mason	School-wide	First Tuesday of each month	Data chat meetings/student data chats/classroom walkthroughs	Flor Mason Administrative Team

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
Florida Ready	Reading supplemental intervention resource		2600.00
Time for Kids	Reading supplemental intervention resource		1,100.00
Florida Coach	Reading supplemental intervention resource		1800.00
Elements of Reading	Reading Intervention Materials		$217.25
After the Bell	Reading supplemental and intervention materials		$19,355.46
			Subtotal:25,072.71
Technology			
Strategy	Description of Resources	Funding Source	Amount
AR Renaissance Learning	Accelerated Reading web based learning		$3372.00
			Subtotal:3372
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:28,444.71

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Limited number of teachers without ELL endorsement and understanding of providing instructional strategies to effectively teach non English speaking students.	1.1. Encourage and provide professional learning opportunities for teachers to participate in ESOL coursework and endorsement. CCT will provide Professional Learning on the CELLA assessment. CCT will provide Professional Learning on documentation for the Annual Needs Improvement Plan (ANI). Provide ongoing professional learning opportunities for students to learn, practice, and implement instructional strategies focusing on ELL student learning acquisition and application of the English language. Continue implementation of classroom teacher use of Imagine Learning English and ELL and Reteach instructional strategies to support student learning. Continue CCT Resource Teacher provide small group and whole group PLC staff	1.1. CCT Resource Teacher Reading Coach Academic Coach SLD Resource Teacher Classroom Teacher RTI Team Staffing Specialist ESOL Paraprofessional	1.1. CCT monitor CELLA progress monitoring and ongoing ANI checks with teachers. Imagine Learning English progress monitoring data and teacher data chats. CCT monitor ELL students who have exited ESOL services to ensure academic satisfactory.	1.1. CELLA assessment. ANI Imagine Learning Diagnostic progress monitoring tool. FCAT Edusoft Student language proficiency acquisition and student success.
CELLA Goal #1: CELLA Goal #1: In grades 3-5 36% (33 of 91) tested students are proficient in listening /speaking skills as indicated by 2012 CELLA Assessment results. Our goal is to increase the percent of students scoring proficient in listening/speaking to 41% (37 of 91) achieving proficiency level .	2012 Current Percent of Students Proficient in Listening/Speaking: In grade 3 35% (13 of 37) of tested students are proficient in listening/speaking skills. In grade 4 11% (3 of 28) of tested students are proficient in listening/speaking skills. In grade 5 65% (17 of 26) of tested students are proficient in listening/speaking skills..					

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

		development to support teacher understanding and implementation of research-based ELL instructional practices in the classroom. ELL Paraprofessional will provide support for ELL students who are identified as beginning proficiency level on the CELLA assessment.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: In grades 3-5 36% (30 of 91) tested students are proficient in reading as indicated by 2012 CELLA Assessment results. Our goal is to increase the percent of students scoring proficient in reading to 41% (37 of 91) achieving proficiency .	2012 Current Percent of Students Proficient in Reading: In grade 3, 22% (8 of 37) of tested students are proficient in reading skills. In grade 4 32% (9 of 28) of tested students are proficient in reading skills. In grade 5 50% (13 of 26) of tested students are proficient in reading skills.	2.1. Teachers have limited understanding of implementation of ELL language acquisition instructional strategies.	2.1. CCT will provide Professional Learning and support with ELL language acquisition instructional strategies using Thinking Maps. Provide coaching, modeling, and feedback related to teacher professional learning. CCT will provide Professional Learning on documentation for the Annual Needs Improvement Plan (ANI). Provide ongoing professional learning opportunities for students to learn, practice, and implement instructional strategies focusing on ELL student learning acquisition and	2.1. CCT Resource Teacher Reading Coach Academic Coach SLD Resource Teacher Classroom Teacher RTI Team Staffing Specialist ESOL Paraprofessional	2.1. CCT Data Chat Meetings CCT monitor CELLA progress monitoring and ongoing ANI checks with teachers. Imagine Learning English progress monitoring data and teacher data chats. CCT monitor ELL students who have exited ESOL services to ensure academic satisfactory.	2.1. CELLA assessment. ANI CCT Data Chat Meetings Imagine Learning Diagnostic progress monitoring tool. FCAT Edusoft Data Management Student language proficiency acquisition and student success

			application of the English language.			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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. <u>CELLA Goal #3:</u> Our goal for 2013 is to increase the percent of students scoring proficient in writing to 41% (37 of 87) achieving proficiency at grade level in a manner similar to non-ELL students. In grade 3, 11% (4 of 37) of tested students are proficient in writing skills.	<u>2012 Current Percent of Students Proficient in Writing :</u> 28% (24 of 87) tested students in grades 3-5 are proficient in writing English as similar to non-ELL students..	2.1. Teachers have limited understanding of integration of ELL language acquisition strategies across curriculum through exit writing activities and scoring rubrics.	2.1. CCT will work with Thinking Maps trained teachers to facilitate Professional Learning and support with ELL language acquisition instructional strategies using Thinking Maps for science, math, and writing as reflective learning. Provide coaching, modeling, and continuous feedback of teacher professional learning and growth.	2.1. CCT Resource Teacher Reading Coach Academic Coach Thinking Maps trained teachers	2.1. CCT Data Chat Meetings Classroom look-fors Student increased writing proficiency achievement levels	2.1. CELLA assessment FCAT Writes fourth grade Student data chats and reflective writing journals. Classroom look fors Writing Rubrics
		2.2.	2.2.	2.2.	2.2.	2.2.
In grade 4, 32% (9 of 28) of tested students are proficient in writing skills. In grade 5, 42% (11 of 22) of tested students are proficient in writing skills.		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning Program	Online reading resource for ELL Learners	In house	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps	Math, Science, and Writing Integration	N/A	N/A - In house
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	NA
			Subtotal:
			Total:N/A

End of CELLA Goals

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: On the 2012 FCAT 2.0, 27% (89 of 330) of tested students in grades 3-5 scored FCAT Level 3 on the math assessment. By June 2013, our goal for FCAT 2013 is that 32% (106 of 330) of testing students at Hiawassee Elementary School in grades 3-5 will scored FCAT Level 3 (on grade level) on the math assessment.	2012 Current Level of Performance:* On the 2012 FCAT 2.0, 27% (89 of 330) of tested students in grades 3-5 scored Level 3 on the math assessment..	2013 Expected Level of Performance:* Hiawassee's expected goal for FCAT 2.0 2013 is that 32% (106 of 330) testing students in grades 3-5 will score at achievement Level 3 in math by June 2013.	1A.1. Teachers have limited knowledge and understanding of deconstructing standards and Next Generation State Standard.	1A.1. Provide Professional Learning opportunities in NGSS and deconstructing standards. Provide small group staff development focusing on standards and implementation of student friendly learning objectives and scales. Provide coaching, modeling, and continuous feedback of teacher instructional practices. Students selected to participate in before and after school, and Saturday school academic tutoring programs (SES, 21st Century, etc.) Continue developing intrinsic student learning through individual Progress Monitoring Chart to track assessment data and set goals to achieve academic improvement.	1A.1. Administrative Team Math Support Coach Academic Coach AVID Coordinator Classroom Teachers	1A.1. Next Generation Sunshine State Standards and Deconstructed Standards Classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual view of the student's academic progress in math. As well as areas of needs and targeted intervention strategies for the student.	1A.1. Classroom walkthroughs and lookfors using iOservation 1. Mini-assessments for individual math strands 2. Benchmark assessments (2x a year) 3. enVision assessments 6. Foresight Math Progress Monitoring 7. Student data chats – Progress Monitoring Chart 8. Avid 9. Edusoft Benchmark Assessments 10. FCAT assessment data
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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

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<td colspan="3">**1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.**</td>
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<td>Mathematics Goal #1B:

The 2012 Spring Florida Alternate Assessment report indicates 39% (5 of 13) tested students achieved Levels 4, 5, and 6 on the FAA in math.

By June 2013, our goal is to increase the percentage of students achieving Levels 4, 5, and 6 by 5% with (7 of 13) tested students with achieved Levels 4, 5, and 6.</td>
<td>2012 Current Level of Performance:*

The 2012 Spring Florida Alternate Assessment report indicates 39% (5 of 13) tested students achieved Levels 4, 5, and 6 on the FAA in math.</td>
<td>2013 Expected Level of Performance:*

Hiawassee's expected goal by June 2013 is to increase the percentage of students achieving Levels 4, 5, and 6 by 5% with (7 of 13) tested students with achieved Levels 4, 5, and 6.</td>
<td>Teachers have limited level of understanding and implementation of access points based curriculum focusing on providing increased opportunity of student achievement through differentiated targeted instructional practices.</td>
<td>Provide Professional Learning targeting increased teacher learning pedagogy of how to use access points to target specific learning needs of students to increase and enhance student learning.

Provide professional learning opportunities to increase teacher understand of how to use differentiated instruction to enhance student learning through interactive engagement and real world applications.</td>
<td>CCT Resource Teacher

SLD Resource Teacher

IND Classroom Teacher

RTI Team

Staffing Specialist

Reading Coach

Academic Coach

Administrative Team</td>
<td>Classroom observations and walkthroughs, student progress monitoring data

Instructional Focus and Pacing Calendars

Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual view of the student's academic progress in math. As well as areas of needs and targeted intervention strategies for the student.</td>
<td>Florida Alternative Assessment

PMAPP Monitoring Assessment</td>
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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 mathematics.			2A.1. Teachers have difficulty implementing higher order and critical thinking instruction using Webb's Depth of Knowledge to reinforce and enhance student skill proficiency in mathematics.	2A.1. Coaching and Modeling Cycle. Continue Webb's Depth of Knowledge professional learning initiatives. Continued staff development and support throughout the school year for teachers targeting differentiated instruction through STEM activities and projects. Teachers will use Marzano High Probability Strategies (Generating and Testing Hypotheses, Cooperative Learning, and Thinking Maps to support student higher order thinking and processing skills). Teachers will use Foresight Math Progress Monitoring and other assessment tools to monitor student learning through engaging problem solving	2A.1. Administrative Team Math Support Coach Classroom Teacher Beta Club Sponsor Teacher Academic Coach/CRT Resource Team Administrative Team Avid Coordinator	2A.1. PLC meeting notes, conversations that matter, classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual view of the student's academic progress in math. As well as areas of needs and targeted intervention strategies for the student.	2A.1. 1. Mini-assessments for individual math strands 2. Benchmark assessments (2x a year) 3. enVision assessments Foresight Math Progress Monitoring Student data chats – Progress Monitoring Chart Avid Edusoft Benchmark Assessments EDW
Mathematics Goal #2A: On the FCAT 2012 Math Assessment, 22% (125 of 330) tested students achieved above proficiency scoring (Level 4 and 5) in Math. By June 2013, our goal is to increase the number of students scoring at or above achievement Levels 4 or 5 to 25% (82 of 330) of testing students will achieve above proficiency on the FCAT 2.0 math assessment**.**	2012 Current Level of Performance:* On the FCAT 2012 Math Assessment, 22% (125 of 330) tested students achieved above proficiency scoring (Level 4 and 5) in Math.	2013 Expected Level of Performance:* By June 2013, our goal is to increase the number of students scoring at or above achievement Levels 4 or 5 to 25% (82 of 330) of testing students will achieve above proficiency on the FCAT 2.0 math assessment**.**					
			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. Teacher limited level of instructional strategies to support teacher understanding	2B.1. Provide Professional Learning targeting increased teacher learning pedagogy of how to	2B.1. CCT Resource Teacher SLD Resource Teacher	2B.1. Classroom observations and walkthroughs, student progress monitoring data	2B.1. Florida Alternative Assessment
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

On the 2012 Florida Alternate 15% (2 of 13) assessed students scored at or above Level 7 in mathematics. By June 2013, our goal is to increase the number of students performing at a Level 7 or above on the Florida Alternative Assessment to 38% (5 of 13) scoring at or above performance Level 7.	On the 2012 Florida Alternate 15% (2 of 13) assessed students scored at or above Level 7 in mathematics.	By June 2013, our goal is to increase the number of students performing at a Level 7 or above on the Florida Alternative Assessment to 38% (5 of 13) scoring at or above performance Level 7.	of Florida Alternate Assessment.	use access points to target specific learning needs of students to increase and enhance student learning. Provide professional learning opportunities to increase teacher understand of how to use differentiated instruction to enhance student learning through interactive engagement and real world applications.	IND Classroom Teacher RTI Team Staffing Specialist	Instructional Focus and Pacing Calendars Access Points	PMAPP Monitoring Assessment IEP
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	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. Teacher limited level of instructional strategies to increase student understanding of problem solving using reasoning skills during mathematical equations.	3A.1. Provide professional learning opportunities to increase teacher understanding of how to use differentiated instructional strategies, and manipulatives to enhance student learning through interactive engagement and real world applications. Coaching and Modeling Cycle. Math instructional focus tutors will provide additional intervention pullout tutoring for lowest 35% of students.	3A.1. Math Coach Academic Coach Resource Team AVID, Dean of Students	3A.1. PLC small group staff development, classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars Daily Math Intervention targeting student strength and weaknesses. Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual view of the student's academic progress in math. As well as areas of needs and targeted intervention strategies for the student.	3A.1. 1. Mini-assessments for individual math strands 2. Benchmark assessments (2x a year) 3. enVision assessments Foresight Math Progress Monitoring Student data chats – Progress Monitoring Chart ST Math Edusoft Benchmark Assessments EDW Student Individual Education Plan
Mathematics Goal #3A: On the 2012 FCAT Math 2.0 Assessment, 78% (257 of 330) tested students made learning gains in math. Our goal for FCAT 2013 is that 83% (274 of 330) testing students will make learning gains in math. This is an increase of students making learning gains in math by 5% (17 students) on the 2012 FCAT Math assessment.	2012 Current Level of Performance:* On the 2012 FCAT Math 2.0 Assessment, 78% (257 of 330) tested students made learning gains in math.	2013 Expected Level of Performance:* Our goal for FCAT 2013 is that 83% (274 of 330) testing students will make learning gains in math.					
			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. Teacher limited level of increased effectiveness of instructional strategies to increase student understanding of problem solving using reasoning skills during mathematical equations.	3B.1. Provide professional learning opportunities to increase teacher understanding of how to use access points, differentiated instructional strategies, and manipulatives to enhance student learning through	3B.1. Math Coach Response to Intervention Coach Academic Coach	3B.1. Classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars	3B.1. Florida Alternative Assessment PMAPP Monitoring Assessment Individual Education Plan
Mathematics Goal #3B: On the 2012 Florida Alternate Assessment 85% (11 of 13) assessed students performed at	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment	2013 Expected Level of Performance:* It is our goal by 2013 to increase the number of					

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

Levels 4 and above in Math. On the 2011 Florida Alternate Assessment 71% (12 of 17) assessed students performed at Levels 4 and above in Math. It is our goal by 2013 to increase the number of students assessed performing at Levels 4 and above in Math by 5% (2 students).	85% (11 of 13) assessed students performed at Levels 4 and above in Math.	students assessed performing at Levels 4 and above in Math by 5% (2 of 13) equating to 13 of 13 students achieving performance Level 4 and above.		interactive engagement and real world applications.	Resource Team AVID, Dean of Students	Access Points
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	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. Mathematics Goal #4: On the FCAT 2.0 2012 assessment, 77% (254 of 330) tested students in the lowest 25% made learning gains in mathematics. An achievement gap of 37.9% exist between general education and exceptional education students. Our expected 2013 goal is to decrease the achievement gap of students performing at the lowest 25% to 30% (7.9% decrease) between the achievement groups.	2012 Current Level of Performance:* On the FCAT 2.0 2012 assessment, 77% (254 of 330) tested students in the lowest 25% made learning gains in mathematics.	2013 Expected Level of Performance:* Our expected 2013 goal is to decrease the achievement gap of students performing at the lowest 25% from 37.9% to 30% (7.9% decrease) between the achievement groups.	4A.1. Teacher limited level of rigorous instructional strategies targeting individual student needs through deliberate instructional strategies.	4A.1. Math Coach provides targeted staff development focusing on teacher pedagogy of mathematical practices. Coaching and modeling cycle. Math instructional tutors provide targeted intervention focusing on specific skills and strategies students need to improve mathematical problem solving.	4A.1. Math Coach Resource Team Classroom teacher Math Instructional Tutors	4A.1. PLC small group staff development, classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars Daily Math Intervention targeting student strength and weaknesses. Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual view of the student's academic progress in math. As well as areas of needs and targeted intervention strategies for the student.	4A.1. 1. Mini-assessments for individual math strands 2. Benchmark assessments (2x a year) 3. enVision assessments Foresight Math Progress Monitoring Student data chats – Progress Monitoring Chart ST Math Edusoft Benchmark Assessments EDW Student Individual Education Plan Florida Ready Math
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

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** 33%	39%	44%	50%	55%	61%	67%
Mathematics Goal #5A: To reduce the achievement gap of subgroups 50% over the next six years in math.							

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. Teacher limited level of understanding effective differentiated instructional strategies and English language Learner strategies.	5B.1. Provide ongoing professional staff development for teachers targeting instructional pedagogy increasing the teacher's depth of knowledge related to effective instructional strategies to increase student achievement. Coaching and modeling cycle. Continuous progress monitoring through weekly data chats.	5B.1. Math Coach Academic Coach Administrative Team Staffing Coordinator CCT Coordinator Resource Staff	5B.1. Daily Math Intervention targeting student strength and weaknesses. Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual view of the student's academic progress in math. As well as areas of needs and targeted intervention strategies for the student. Classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars Lesson Plans	5B.1. 1. Mini-assessments for individual math strands 2. Benchmark assessments (2x a year) 3. enVision assessments Foresight Math Progress Monitoring Student data chats – Progress Monitoring Chart ST Math Edusoft Benchmark Assessments EDW Student Individual Education Plan	
Mathematics Goal #5B: On the 2012 FCAT 2.0, 46% of assessed students in the Hispanic subgroup made satisfactory progress in mathematics.	2012 Current Level of Performance:* Hispanic:46% scored level 3 or higher / 2013 Expected Level of Performance:* Hispanic: 53% will score level 3 or above						

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

						Intervention Groups	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Teachers have limited understanding of effective differentiated instructional strategies and use of English Language Learner strategies.	5C.1. The CCT will provide staff developing focusing on cognitive language acquisition skills to support teacher pedagogy of ELL students, and effective strategies to meet the needs of learners. Coaching and modeling cycle.	5C.1. CCT Math Coach Response to Intervention Coach Administrative Team Academic Coach	5C.1. Daily Math Intervention targeting student strength and weaknesses. Classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars Lesson Plans Intervention Groups	5C.1. 1. Mini-assessments for individual math strands 2. Benchmark assessments (2x a year) 3. enVision assessments Foresight Math Progress Monitoring Student data chats – Progress Monitoring Chart ST Math Academic Needs Improvement Plan EDW Student Individual Education Plan
Mathematics Goal #5C: ELL subgroup made AMO proficiency goals. On the 2012 FCAT 2.0, 56% (64 of 115) tested students did not make satisfactory progress in mathematics. Our goal on the 2013 FCAT 2.0, is to decrease the number of ELL assessed students not making satisfactory progress in mathematics by 5% (59 of 115).	2012 Current Level of Performance:* On the FCAT 2.0, 46% of tested ELL students achieved at performance Level 3 or above in mathematics.	2013 Expected Level of Performance:* It is our expected goal on the 2013 FCAT 2.0, that 50% (58 of 115) tested ELL students will make satisfactory progress achieving at Level 3 or above in mathematics.					
			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. Teachers' limited understanding and pedagogy with integration and implementation of small group math intervention strategies across curriculum.	5D.1. Implement research based professional learning instructional strategies through modeling and data chats with teams.	5D.1. Math Coach Academic Coach Response to Intervention Coach	5D.1. RTI Academic Data Chat Meetings SLD Academic Data Chat Meetings	5D.1. Envision Mini Assessment Number Worlds Intervention ForeSight Math Progress Monitoring
Mathematics Goal #5D: On the 2012 FCAT 2.0, 38% of tested students	2012 Current Level of Performance:* On the 2012 FCAT 2.0,	2013 Expected Level of Performance:* On the 2013 FCAT 2.0,					

with disabilities made satisfactory progress in mathematics.	38% of tested students with disabilities scored level 3 or higher on FCAT math.	45% of tested students with disabilities will score at Level 3 or above in mathematics.		Provide additional instructional tutoring support focusing on lowest 30% of students achieving learning gains throughout the day. Students with disabilities will receive additional intervention and support in math provided by the SWD Resource Teacher	Staffing Specialist SWD Resource Teacher	Weekly PLC whole group and small group data meetings with classroom teacher to ensure each portion of the action plan is implemented with fidelity and frequent monitoring takes place. Students take mini-assessments, pre and post assessments to measure learning growth and mastery of skills and standards. iii intervention assessments	ST Math Student data chats Progress Monitoring Chart Edusoft Benchmark Assessments EDW Daily Math Intervention
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: ED students met AMO goal for 2012.	2012 Current Level of Performance:* *53% of ED students scored level 3 and above on FCAT math.*	2013 Expected Level of Performance:*	5E.1. Teacher limited level of rigorous instructional strategies targeting individual student needs through deliberate instructional strategies.	5E.1. Professional Learning in NGSS and Common Core integrating differentiated instructional practices. Provide small group staff development focusing on standards and implementation of student friendly learning objectives and scales.. Provide student opportunity to practice math skills using manipulatives and other nonlinguistic representations to improve student mastery of standards and skill. Students selected to participate in before and after school academic tutoring programs (SES, 21st Century, etc.) Students use Progress Monitoring Chart to track and monitor assessment data and set goals to achieve academic improvement. Coaching and modeling cycle.	5E.1. Administrative Team Math Support Coach Academic Coach Dean, AVID Coordinator Classroom Teachers	5E.1. PLC meeting notes, conversations that matter, classroom observations and walkthroughs, student progress monitoring data Instructional Focus and Pacing Calendars RTI Meetings Student data assessment results will be shared in a common location. The Data Room will provide teachers, resource staff, and others with a visual	5E.1. Mini-assessments for individual math strands enVision assessments Foresight Math Progress Monitoring Assessments Individual Education Plan Academic Needs Improvement Plan Student Data Chats Edusoft assessments Math Intervention Progress Monitoring ST Math
			5E.2. NA	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3. NA	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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

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. Mathematics Goal #1A: N/A	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
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.*	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. Mathematics Goal #1B: N/A	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
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.*	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.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
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: 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.*					
			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: 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.*					
			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: 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.*					
			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: 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.*					
			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: 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.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

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: N/A.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: N/A	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:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: 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.*					
			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: 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.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: 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.*					
			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: 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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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: 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.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: 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.*					
			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: 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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: N/A							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: N/A	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.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: 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.*					
			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: 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.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: 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.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: 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.*					
			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: 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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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: N/A						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: N/A	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.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: 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.*					
			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: 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.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: 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.*					
			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
Foresight Math Progress Monitoring Assessment Data	Math – 3-5	Foresight Math Consultant Math Coach Academic Coach Administrative Team (Principal and Assistant Principal)	All instructional faculty grades 3-5	Small group staff development during Planning Period Wednesday, September 12, 2012 - ongoing	Student Progress Monitoring Reports and data meetings Edusoft Assessments Edusoft Mini assessments Student Data Chats Foresight Progress Monitoring Assessments FCAT Enterprise Data Warehouse Data Monitoring System	Principal Assistant Principal Math Support Coach Classroom Teacher Academic Coach Academic Resource Team

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

					Intervention pre, post, and weekly assessments Classroom Walkthroughs IMS	
envision Math Workshops	Math – Grades K-5	Math Support Coach Academic Coach Common Core Black belt Team	All instructional faculty grades K-5	Small group staff development during Planning Period	Student Progress Monitoring Reports and Data meetings Edusoft Assessments Edusoft Mini assessments Student Data Chats Foresight Progress Monitoring Assessments FCAT Enterprise Data Warehouse Data Monitoring System Intervention pre, post, and weekly assessments Classroom Walkthroughs envision online math assessments	Principal Assistant Principal Math Support Coach Classroom Teacher Academic Coach Academic Resource Team
Florida Math Coach	Math – 3-5	Math Support Coach Academic Coach	All instructional faculty grades 3-5	Small group staff development during Planning Period	Florida Math Coach Pre and Post assessments Edusoft mini assessments ForeSight assessments	Principal Assistant Principal Math Support Coach Classroom Teacher Academic Coach Academic Resource Team
Florida Ready Math	Math – 3-5	Math Support Coach Academic Coach	All instructional faculty grades 3-5	Small group staff development during Planning Period and Special Area	Florida Ready Pre and Post assessments Edusoft mini assessments	Principal Assistant Principal

					ForeSight assessments	Math Support Coach
						Classroom Teacher
						Academic Coach
						Academic Resource Team

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

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
Florida Coach Math	Supplemental math small group resource	School budget	$2,500
Florida Ready Math	Supplemental math intervention tutoring resource	School budge	$2, 500
			Subtotal: 5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
ST Math	MIND Research lab data indicates students participating in ST Math with fidelity made significantly greater gains on FCAT Math assessment. Research shows the gains for AYP subgroups are substantially greater gains in math achievement than students not participating in the intervention. All students in grades 2-3 use this program twice a week for 40 minutes. Math interactive online resource	School budget	$3,500
			Subtotal: 3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:N/A
Other			
Strategy	Description of Resources	Funding Source	Amount
ForeSight Math Progress Monitoring	Math intervention and progress monitoring tool for students in grades 3-5. The progress monitoring tool provides math practice resources that target specific strategies and skills for the student to become successful in math. Teachers use the practice materials and progress monitoring assessment tools to track student progress and provide differentiated instruction to improve student achievement.	School budget	6,500.00
			Subtotal:6,500.00
			Total:15,000.00

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

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

End of Mathematics Goals

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

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. Teacher limited ability to effectively provide instructional strategies integrating Science concepts through STEM (Science, Technology, Engineering, and Math) across curriculum to deepen student understanding and knowledge of how science is relevant in daily lives.	1A.1. Coaching and modeling cycle implementation. Provide Professional Learning opportunities for teachers related to STEM activities and projects; targeting integrative instructional strategies and themes. Provide real world activities through partnership with local businesses. Science Boot Camp instructional use daily with fidelity.	1A.1. Administrative Team (Principal and Assistant Principal) Academic Coach Science/Art Teacher Partner in Education Coordinator	1A.1. Science Boot Camp Science edusoft benchmarks Science Coach assessments Science Bowl Competition Science Vocabulary Bowl Science Fusion Activities and projects focused on business partnerships.	1A.1. Edusoft Science assessment FCAT Science Fusion Assessments Partnership Projects and Activities Implementation
Science Goal #1A: On the 2012 FCAT 2.0, 40% (44 of 110) tested students scoring a Level 3 in science. Our goal 2013 FCAT 2.0, Science is that 45% (50 of 110) tested students will score a Level 3 in Science.	2012 Current Level of Performance:* On the 2012 FCAT 2.0, 40% (44 of 110) tested students scoring a Level 3 in science.	2013 Expected Level of Performance:* Our goal 2013 FCAT 2.0, Science is that 45% (50 of 110) tested students will score a Level 3 in Science.					
			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 science.			1B.1. Lack of teacher limited knowledge of science concepts during instruction and making connections across curriculum.	1B.1. Provide Professional Learning opportunities for teachers related to STEM activities and projects; targeting integrative instructional strategies and themes. Coaching and modeling cycle .	1B.1. Administrative Team (Principal and Assistant Principal) Academic Coach Classroom teacher.	1B.1. Florida Alternate Assessment PMAPP Teacher checklist Classroom observation Classroom walkthrough	1B.1. Administrative Team (Principal and Assistant Principal) formal/informal observations Academic Coach support – classroom walkthrough Response to Intervention Coach support – classroom
Science Goal #1B: On the 2012 Florida Alternate Assessment, 100% (4 of 4) assessed students scored at Levels 4, 5, and 6 in science.	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment, 100% (4 of 4)	2013 Expected Level of Performance:* The Florida Alternate Assessment expected 2013 goal is that					

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

	assessed students scored at Levels 4, 5, and 6 in science.	100% of tested students will achieve a Levels 4, 5, and 6 in science.					walkthrough PMAPP Florida Alternate Assessment
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Teacher deficiency of effective integration of science concept integration across curriculum during instruction.	2A.1. Provide Professional Learning opportunities for teachers related to STEM activities and projects; targeting integrative instructional strategies and themes. Provide real world activities through partnership with local businesses. Science Boot Camp instructional use daily with fidelity. Coaching and model cycle.	2A.1. Administrative Team (Principal and Assistant Principal) Academic Coach Classroom teacher Student progress monitoring	2A.1. Science edusoft benchmarks, review, and reteach progress monitoring Science Coach assessments Science Bowl Competition Science Vocabulary Bowl Science Fusion daily review and reteach Student data chats	2A.1. Edusoft Science assessment FCAT Science Fusion Assessments
Science Goal #2A: On the 2012 FCAT 2.0 Science assessment results indicates 5% (5 of 110) tested students achieved performance Levels 4 in science.	2012 Current Level of Performance:* On the 2012 FCAT 2.0 Science, 5% (5 of 110) tested students achieved at or above achievement Level 3 in science.	2013 Expected Level of Performance:* Our goal for Science is that 10% (11 of 110) tested students will score at or above Levels 4 and 5 in Science.					
			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 science.			2B.1. Teacher effective integration of science concepts during instruction using access points for instructional delivery.	2B.1. Provide Professional Learning opportunities for teachers related to STEM activities and projects; targeting integrative instructional strategies and themes through the use of access points for instruction.	2B.1. Administrative Team (Principal and Assistant Principal) Staffing coordinator/RTI Coach Academic Coach Classroom teacher.	2B.1. Florida Alternate Assessment PMAPP Teacher checklist Classroom observation Classroom walkthrough	2B.1. Florida Alternate Assessment PMAPP Teacher checklist Classroom observation Classroom walkthrough
Science Goal #2B: On the 2012 Florida Alternate Assessment, our goal is to continue integrating science access points into the curriculum increasing the number of assessed students scoring at or above Level 7 in science.	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment 2.0, 08% (1 of 13) assessed students scored at or above Level 7 in science.	2013 Expected Level of Performance:* We expect on the 2013 Florida Alternate Assessment, 38% (5 of 13) assessed students will score at or above Level 7 in science.					

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

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: 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.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: 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.*					
			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

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

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

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

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

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

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Access Points Instructional Staff Development	IND 3-5	Brenda Guevara, RTI Coach Team Leader Professional Learning Communities	ESE and IND Teachers	September 12, 2012 monthly ongoing until June 2013 PLC weekly student data chat meetings	RTI Data Chat Meetings bi-weekly PLC data chat meetings	Brenda Guevara, RTI Coach/Staffing Specialist Classroom Teacher Grade level team leaders Academic Resource Team Administrative Team
Science Fusion	K-5	District Science Team	Instructional staff K-5	August 2012 ongoing through PD360, OCPS Sign Me Up, and Science Fusion Online Tutorials	Edusoft mini assessments Edusoft Science benchmarks Science Fusion assessments Classroom walkthroughs informal and formal Student data chats	Administrative Team (Principal and Assistant Principal Academic Resource Team Classroom Teacher

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ForeSight Science Progress Monitoring	Science intervention and progress monitoring tool for students in grade 5. The progress monitoring tool provides science practice resources that target specific strategies and skills for the student to become successful in science. Teachers use the practice materials and progress monitoring assessment tools to track student progress and provide differentiated instruction to improve student achievement	School budget	2,100.00

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
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ForeSight Professional Learning Staff Development	Professional Learning – Science	School	NA
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:2100.00

End of Science Goals

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

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: On the 2012 FCAT 2.0 Writing assessment, 74% (72 of 94) tested students scored Level 3 or higher in writing. The writing goal is that 82% (77 of 94) tested students scoring Level 3 writing.	1A.1. Teacher limited ability to effectively integrate writing across the curriculum using AVID (WICOR) instructional strategies through reflective writing. Foundation of WICOR strategies: Writing Inquiry Collaboration Organization Reading	1A.1. Provide Professional Learning for fourth grade teachers on the writing process and rubric. Coaching and modeling cycle. The writing training addresses specific writing strategies and skills teachers need to teach and students need to learn in writing. Small group instructional writing tutoring provided by the instructional writing tutor during the school day with students. Teachers will use Write from the Beginning, Thinking Maps, FCAT Writes rubric and other district support materials for instructional support delivery in the classroom. Teachers will use common prompts and assessment prompts provided by the Writing Instructional Tutor and the Academic Coach as well as prompts from Write Score for assessment and instruction.	1A.1. Administrative Team Fourth grade team leader – experience writing teacher Academic Coach Avid Coordinator Classroom teachers	1A.1. Teachers will continue the use of writing journals for each student and assess writing skills and strategies on a daily basis using the FCAT Writing Rubric. Students will participate in daily Writing Rubric workshop in the classroom across curriculum. The instructional writing tutor will work with struggling students targeting specific skills while determining next action steps to help the student become a proficient writer. Students use Progress Monitoring Chart to track assessment data and set goals to achieve academic improvement. Reflective writing using the AVID instructional writing strategies.	1A.1. Write Score Assessment Prompts FCAT Writes Rubric Write from the Beginning Writing Rubric Teacher Assessment Student Data Chats Student Progress Monitoring Charts Thinking Maps Data Chats with students

Within the Writing Goal #1A row, the performance levels columns:

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
On the 2012 FCAT 2.0 Writing assessment, 74% (72 of 94) tested students achieved satisfactory Level 3 or higher in writing.	On the FCAT 2013 Writing assessment, the expected writing goal is that 82% (77 of 94) tested students will achieve satisfactory Level 3 or higher in writing.

			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 4 or higher in writing. Writing Goal #1B: On the 2012 Florida Alternate Assessment, 66% (4 of 6) assessed students scored and performed at achievement Level 4 or higher in writing. Our goal on the Florida Alternate Assessment is that 100% (6 of 6) assessed students perform at achievement Level 4 or higher in writing. Teachers will use access points to provide instructional opportunity targeting specific learning goals and proficiency levels for writing.	2012 Current Level of Performance:* On the 2012 Florida Alternate Assessment, 66% (4 of 6) assessed students scored and performed at achievement Level 4 or higher in writing.	2013 Expected Level of Performance:* Our goal on the Florida Alternate Assessment is that 100% (6 of 6) assessed students perform at achievement Level 4 or higher in writing.	1B.1. Teacher limited understanding and use of access points to effectively integrate writing to improve student achievement.	1B.1. Provide Professional Learning targeting instructional strategies using Thinking maps to integrate writing throughout the instructional day. Coaching and modeling cycle.	1B.1. Administrative Team RTI/Staffing Coaches PLC Avid Coordinator Classroom teachers Student data chats and progress monitoring	1B.1. Teachers will implement the use of writing journals for each student and assess writing skills and strategies on a daily basis using instructional access points and writing rubric for Florida Alternate Assessment.	1B.1. Florida Alternate Assessment PMAPP Writing Rubric Oral observation and conversation with student. Writing journals
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps Staff Development	K-5	PLC and Thinking Maps trained teachers	K-5 Instructional Staff	September 2012 monthly through May 2013	Write Score Assessments (narrative and expository prompts) six total includes (three narratives and three expository prompts)	Academic Coach, Fourth grade team leader Fourth grade teachers Administrative team (Principal and Assistant Principal)

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Score Narrative and Expository Assessments	Students will take 6 common prompt essay assessments; 3 narrative and 3 expository. The Write Score assessments provide practice writing prompts as well as assessment prompts which are scored and data disaggregated to identify students within subgroups and scoring level. Teachers and students use data to develop academic goals and to provide instruction to improve student achievement in writing.	School budget general funds	2,569.32
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:N/A
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:N/A
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:2,569.32

End of Writing Goals

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

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: 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.*					
			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: 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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1: N/A *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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: N/A *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.*	2.1.	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.

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

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Please note that each Strategy does not require a professional development or PLC activity.

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Difficulty with monitoring student attendance of excused and unexcused absences, excused and unexcused tardies, through immediate and timely entry in progress book by the teacher. Difficulty contacting parent regarding excessive absenteeism and tardies due to non-working telephone numbers.	1.1. Classroom teacher enter attendance daily and record all tardies. Registrar closely monitors student attendance (excused and unexcused) as well as tardies. Report students who are in eminent danger of following into the excessive absences or tardy category. Administrative and classroom teachers continue perfect attendance incentives frequencies from quarterly awards to monthly recognition. Continue utilization of school safe and social workers for students with excessive absences and tardies. AVID Coordinator will encourage students to advocate leadership through by on time for school and being present daily. Student Progress Monitoring attendance chart.	1.1. Classroom Teacher Registrar Administrative Team (Principal and Assistant Principal) Dean of Students Parental involvement coordinator School Social Worker	1.1. Progress Book Attendance daily entry. IMS (Information Management System). Absenteeism Reports Student academic achievement	1.1. Progress Book Attendance IMS (Information Management System) Absenteeism Reports Perfect Attendance Award Student academic achievement AVID
Attendance Goal #1: To increase daily attendance averages to 98% (720 of 735) present in school each day.	2012 Current Attendance Rate:* As of August 2012, the current average attendance daily rate is 97.32% (703 of 723) for the month; and 96.88% (714 of 737) as of September 11, 2012.	2013 Expected Attendance Rate:* To increase daily attendance averages to 98% (722 of 735) present in school each day.					
	2012 Current Number of Students with Excessive Absences (10 or more) Current student(s) with excessive absences less than -1% (1 of 737)	2013 Expected Number of Students with Excessive Absences (10 or more) Expected number of students with excessive absences less than -1% (1 of 737).					
	2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive					

	Tardies (10 or more)	Tardies (10 or more)					
	As of September 11, 2012, there are no students with 10 or more tardies to report	It is expected that 12% (93 of 737) students will have 10 or more tardies for the 2012-2013 school year based on historical data.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
MTSS/RTI Team	K-5	Brenda Guevara	K-5 Instructional Staff	August 2012-June 2013	Progress Book, SMS, and IMS Attendance Reports	Registrar

Administrative Team (Principal and Assistant Principal)

Classroom teacher |
| | | | | | | |

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

End of Attendance Goals

August 2012
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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			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: For the 2011-2012 school year 21% (161 of 766) student offenses resulted in Out-of-School Suspensions. Our goal is to decrease the number of student offenses resulting in Out-of-School Suspension by 5%, with only 16% (118 of 737) Out-of-School Suspensions.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	Teachers have inconsistency with implementation of CHAMPS Positive Behavior Program with Fidelity in the classroom and school-wide.	Continued parent meetings introducing parents to CHAMPS and AVID Programs. Student Progress Monitoring Charts Academic and Behavior Home visits by family intervention specialists, district assigned social workers, and safe schools healthy students counselors Student/staff mentoring Program Positive behavior incentive program Child study team concerning interventions for students at risk of numerous suspensions Dean of Students advocacy of AVID program with faculty support.	Principal Assistant Principal AVID Coordinator - Dean of Students Classroom Teachers Family Intervention Specialists SSHS Counselors District Social Workers Staffing Specialists Parent/Community Involvement Coordinator	Weekly and monthly monitoring of discipline RTI meetings	CHAMPS Positive Behavior Management System iObservation OCPS referral Process Parent communication Logs RtI (Intervention) Data Whale Done and Positive Behavior Incentives
	As of September 11, 2012, there are no student infractions/offenses of In-School Suspensions.	2013 expected number of student In-School Suspensions is reduced by 5% (2 of 40) resulted incidents.					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	For the 2011-2012 school year 21% (161 of 766) student offenses resulted in Out-of-School Suspensions.	Our goal is to decrease the number of student offenses resulting in Out-of-School Suspension by 5%, with only 16% (118 of 737) Out-of-School Suspensions.					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
			1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.

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

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
CHAMPS	K-5	Debbie Jackson	K-5 Instructional Staff , Paraprofessionals, and support staff	August 2012 ongoing June 2013	CHAMPS Coaching with individual teachers, administrators, resource team, and grade level teams. Classroom Teachers use data chats with students to help the student Progress Monitoring and develop academic and behavior goals. CHAMPS Whale done rewards Classroom celebrations Student celebration of academic and behavior success. iObservation feedback and protocols RTI Data Chats	Classroom Teacher Dean of Students Resource Team Administrative Team (Principal and 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
N/A			
			Subtotal:N/A
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CHAMPS Positive Behavior Program	Research based school-wide positive behavior system. Faculty and staff implement classroom management strategies which focus on encouraging positive behavior choices on the part of the student. Teachers use instructional strategies, visuals, and consistent behavior management tools to support student engagement and increased student achievement.	School	$20,000
AVID Program	Research based program which focuses on student advancement via individual determination implemented in grades 4 and 5. Classroom teachers and faculty school-wide support students through mentorship and awareness of college. Students learn the importance of personal choice, self-determination, and perseverance.	School	$1,500.00
			Subtotal:1520.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:1520.00

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1. Teachers limited level of high interest instructional curriculum provided by the classroom teachers through differentiated instruction to meet the needs of diverse learners through college and career ready.	1.1. Continued and rigorous implementation of AVID Program for grades 3-5 at Hiawassee Elementary Continued partnership with Evans High School K-12 Consortium help to increase the number of college, technical, and service ready students through the implementation of the AVID Program. Continued partnership and support through Elevate Orlando – youth focused organization supporting student continued education and career opportunities.	1.1. AVID Coordinator Classroom Teacher Students STEM Partnership Community Partners	1.1. Use Student Data Progress Monitoring Charts and AVID to help students self –manage academic and behavior goals iObservation feedback and protocols Student data chats	1.1. SAT ACT High School Diploma rate increase STEM Partnership Community Partners FCAT Student Planners Student Goals Chart
Dropout Prevention Goal #1: By June 2013, the number of students retained will decreased by 2% (7 of 337) tested students. Our goal is to provide high interest rigorous instruction focusing on college and career readiness for all students. *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* Based on 2012 retention data for students in grades 3-5, 4% (15 of 337) tested students were retained. 2012 Current Graduation Rate:* *N/A*	2013 Expected Dropout Rate:* By June 2013, the number of students retained will decreased by 2% (7 of 337) tested students. 2013 Expected Graduation Rate:* *N/A*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

AVID Program Advancement via Individual Determination	3-5	Dean of Students	3-5 Instructional staff, support teachers, and school-wide support.	August 2012- June 2013 ongoing	Use Student Data Progress Monitoring Charts and AVID to help students self – manage academic and behavior goals	Dean of Students Classroom Teachers Resource Team Administrative Team School-wide support
CHAMPS Positive Behavior Program	K-5	Administrative Team AVID Coordinator/ Dean	School-wide positive behavior plan	August 2012- June 2013 ongoing	CHAMPS Coaching with individual teachers, administrators, resource team, and grade level teams. Classroom Teachers use data chats with students to help the student Progress Monitoring and develop academic and behavior goals. CHAMPS Whale done rewards Classroom celebrations Student celebration of academic and behavior success. iObservation feedback and protocols RTI Data Chats Student data chats	Dean of Students Classroom Teachers Resource Team Administrative Team School-wide support iObservation

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	Language communications present a barrier for parents attending various school functions.	Invite parents using various communication tools (text message, email, Connect Ed,, and face-to-face) language notices translated in native language.	Administrative Team (Principal and Assistant Principal)	Needs Assessment Survey	Student Report Card
By June 2013, at least 80% (590 of 737) of all Hiawassee parents/care takers will have actively participated in at least two academic school/community school based activities and or events.					PTO President	School Improvement Plan	Student College and Career Readiness
	70% (536 of 767) parents participated or attended a school-wide activity or event.	By June 2013, at least 80% (590 of 737) of all Hiawassee parents/care takers will have actively participated in at least two academic school/community school based activities and or events		Continued planning and providing notification of school wide activities and events in advance (at least three weeks in advance) so that parents may plan accordingly to attend.	SAC Chairman Parent/Community Relations Coordinator	Student Planners	School Needs Assessment Survey
Parents will be able to participate in meaningful curriculum based learning activities targeting reading, math, science, writing, and technology. Activities will provide an opportunity for parent(s)/guardian(s) to learn how to support their child at home and in school.					PLC Coordinator	Student academic achievement	School Improvement Plan Survey
				Use school marquee and text messages to communicate with parents about School Improvement Plan opportunity, assessment schedule, and school-wide activities and events.		Parent-teacher conferences	Student Planners
Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.						Teach In	Title I Sign-In Sheets
				Classroom teacher use the Student Planner to communicate important messages		Student Planner	Parental Involvement Workshops
				Continue parent-teacher conferences and partnership development		Increased student academic achievement	FCAT
			1.2.	1.2.	1.2.	1.2.	1.2.

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

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

		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continued Collaboration Opportunity for PTO/SAC and Hiawassee PLC's involvement (curriculum nights, Title I Night, Open House, Meet the Teacher, Parent Teacher Conference, Parent-Student-Teacher Contract/Compact, Cultural Activities, School Literacy Nights, AR, and meet and greet sessions).	Pre-K - 5	Principal, Assistant Principal, Academic Coach Parent Community Involvement Coordinator, Family Intervention Specialist, PTO President, SAC President, PLC Representative and classroom teachers	School Wide Parents Community Members Parents in Education Teachers Students	August 2012 through June 2013	PLC Meetings Parent Sign-in sheets PTO/SAC/PLC School-wide surveys Title I Parental Involvement Tracking Sheet Parent-Teacher Conferences School Improvement Plan Survey Title I Needs Assessment Survey	Principal, PTO President, SAC President, PLC Representative, and Parental Community Involvement Coordinator Administrative Team (Principal and Assistant Principal)

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Building Better Readers	Literacy	In-house	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Promethean Board	Smart Board	In-house	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parent Informational Literacy Games	Reading, Math, and Science	In-house	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:N/A

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Science, Technology, Engineering, and Math concepts will be integrated through STEM based learning instruction to increase instructional rigor, reasoning, relativity, and application student academic achievement. Common Core instructional focus planning and assessments encourage effective integration of STEM based learning and student engagement. In reading students will use science, math, and engineering concepts to explain and create inferences to solve real world problems.	1.1. Teacher limited understanding and pedagogy to effectively integrate STEM based learning across curriculum through Common Core instructional strategies.	1.1. Selected teachers will participate in district based STEM professional learning. Provide Professional Learning and hands on learning activities during PLC's and staff development initiatives. Provide additional grade level planning blocks to support effective PLC instructional planning time and integration of Common Core Standards and STEM.	1.1. Administrative Team (Principal and Assistant Principal) Academic Coach Reading Coach Math Coach Dean of Students Grade level team leaders	1.1. AVID Coordinator monitoring implementation of AVID strategies during classroom instruction Partnership with OUC and Orlando Science Center Partner with STEM Community Leaders High school graduation rate increase Partnership and Consortium with Evans High School	1.1. High School Graduation Rate Student FCAT Achievement at Level 3 and above in reading, math, and science. ACT scores SAT scores CPT scores Common Core Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM IMS Support	K-5	District online	K-5 Instructional Faculty	August 2012-June 2013	K-2 STEM Integration into Common Core	Administrative Team (Principal and Assistant Principal) Dean of Students

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

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

					Academic Coach
					Math Coach
					Reading Coach
					Science/Art Teacher
Common Core Standards PLC	K-5	District TIF II Professional Learning Opportunities	K-5 Instructional Faculty	August 2012-June 2013	Common Core Integration across curriculum and assessment development	Administrative Team (Principal and Assistant Principal Academic Coach Reading Coach Math Coach

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District TIF Department	Common Core PLC's	N/A	N/A
			Subtotal:N/A
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:N/A

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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
N/A					

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Increase by 3 to 5% (9 of 18) VPK students who will enter elementary school ready based on FLKRS data (score 70% and above).	2012 Current Level :* 50% (9 of 18) VPK students scored 70% and above on the FLKRS assessment.	2013 Expected Level :* On the 2013 FLKRS assessment data, 60% (11 of 18) testing students will score 70% or higher on the FLKRS assessment.	Lack of individual student pre assessment, post assessment data and progress monitoring data for Prekindergarten/VPK students.	Provide professional learning opportunities for Pre-Kindergarten/VPK teachers on FLKRS, FAIR, and effective use of PMRN progress monitoring assessment tools. Model, coach, and monitor Prekindergarten/VPK teachers on how to progress monitor student academic growth.	Reading Coach Academic Coach District level support Administrative Team VPK Teacher	Student progress monitoring through PMRN and measured through FLKRS assessment data. Prekindergarten/VPK students school readiness checklist.	PMRN/FLKRS Reports FAIR Progress Monitoring
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Additional Goal #2: Increase by 3 to 5% the number of students who read on grade level by Age 9.		By June 2013, it is our expected level to increase the number of grade 2 students achieving 50% or higher in	Teacher limited level of effective integration of Common Core and NGSSS through differentiated instructional strategies.	Provide common core and NGSSS professional staff development deconstructing standards and developing common instructional learning opportunities, differentiated instructional strategies, and common assessments targeting specific skills students need to know to become proficient readers. Provide modeling, coaching, support and feedback related	Reading Coach Academic Coach Administrative Team (Principal and Assistant Principal) Classroom Teacher	Classroom walkthroughs and look fors. Attending grade level PLC's and providing instructional leadership support related to Common Core and blended instruction to improve student reading proficiency. Review and provide feedback on grade level instructional focus calendar and lesson plans.	ITBS Spring Assessment FAIR Progress Monitoring Dibels Progress Monitoring Student data chats and progress monitoring Grade 3 Edusoft Assessment Benchmark 1 FCAT

		Reading Comprehension on the Iowa Test of Basic Skills Spring Assessment by 5% (64 of 129).		to specific learning goals and scales to support student learning. Reflect with teachers during PLC and data chat meetings to determine student strengths and weaknesses.		Provide opportunity for grade level lesson studies.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core PLC's and Staff Development	K-2	Common Core Blackbelt Teachers, Team Leaders, Resource Team	K-2 Instructional staff	August 2012 through June 2013	PLC, team meetings, and student data chat meetings	Administrative Team Reading Coach Academic Coach Classroom teacher

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 28,444.71
CELLA Budget	
	Total: N//A
Mathematics Budget	
	Total:15,000.00
Science Budget	
	Total:2,100.00
Writing Budget	
	Total: 2,569.32
Civics Budget	
	Total: N/A
U.S. History Budget	
	Total: N/A
Attendance Budget	
	Total: N/A
Suspension Budget	
	Total:1,520.00
Dropout Prevention Budget	
	Total: N/A
Parent Involvement Budget	
	Total: N/A
STEM Budget	
	Total: N/A
CTE Budget	
	Total: N/A
Additional Goals	
	Total:
	Grand Total: 49,634.03

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The School Improvement Community will support school-based strategies to support STEM and Common Core integration through collaboration, volunteerism, and community involvement.

Describe the projected use of SAC funds.	Amount
TBA – will be based on actual academic school improvement needs in reading, math, science, writing, and STEM based activities. A survey will be conducted by the SAC committee to gather ideas and information about possible school needs.	