FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Treadway Elementary	District Name: Lake
Principal: Dr. Boone	Superintendent: Dr. Susan Moxley
SAC Chair: Monica Janes	Date of School Board Approval:

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	Dr. Rhonda Boone	PhD: Leadership and Education, Barry University MS: Counseling & Psychology, Troy State University BS: Government Administration, Christopher Newport College Certification: School Principal	0	15	2011-2012 Assistant Principal Eustis Middle School School Grade "B": Reading Proficiency 61%; Math Proficiency 54%; Writing Proficiency 77%; Science Proficiency 42%; Reading Gains 69%; Math Gains 62% Reading Gains Lowest 25%---71%; Math Gains Lowest 25%----58% Assistant Principal of East Ridge High School 2009-2010: School Grade: C Principal Rimes Early Learning & Literacy Center (PK-3rd), 2008-2009 Grade: N/A, Reading Mastery 68%, Math Mastery 64%, Science Mastery N/A, School not eligible to be graded under the A+ Plan. Principal Rimes Early Learning & Literacy Center 2007 – 2008 Grade: N/A, Reading Mastery: N/A, Math Mastery N/A, Science Mastery N/A, School not eligible to be graded under the A+ Plan. Assistant Principal Rimes Early Learning & Literacy Center (PK and 1st) Assistant Principal Fruitland Park Elementary Grade: A Reading Mastery 77%, Math Mastery 62%, Science Mastery 92%, AYP: 100% (Y). All subgroups made AYP in Reading, Math and Writing.
Assistant Principal	Cindy Christidis	Masters / Educational Leadership: National-Louis University BS / Elementary Ed.: University of Central Florida. Certifications: Elementary Ed. 1-6, ESOL Endorsement.	0	2	2011-2012 Assistant Principal Windy Hill Middle School School Grade "B": Reading Proficiency 56%; Math Proficiency 57%; Writing Proficiency 81%; Science Proficiency 46%; Reading Gains 65%; Math Gains 67% Reading Gains Lowest 25%---68%; Math Gains Lowest 25%----66% 2010-2011: Asst. Principal: Windy Hill Middle School; School Grade "B" Reading Mastery 63%, Math Mastery 65%, Writing Mastery 95%, Science Mastery 47%; AYP 67%, Reading Learning Gains 60%, Reading Lowest 25%--64%, Math Learning Gains 70%, Math Lowest 25%-- 57%. No subgroups made AYP in Reading.

Assistant Principal	Susan Jordan	BS – Secondary Math Education M.Ed. Educational Leadership	1	0	2011-2012 Assistant Principal Inaugural year School Grade "A": Reading Proficiency 63%; Math Proficiency 69%; Writing Proficiency 74%; Science Proficiency 59%; Reading Gains 73%; Math Gains 83% Reading Gains Lowest 25%---78%; Math Gains Lowest 25%----83%

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)
Literacy Coach	Vina Barr	Bachelor of Arts from USF/ESOL Endorsed/National Board Certified	3	33	2011-2012 School Grade "A": Reading Proficiency 63%; Math Proficiency 69%; Writing Proficiency 74%; Science Proficiency 59%; Reading Gains 73%; Math Gains 83% Reading Gains Lowest 25%---78%; Math Gains Lowest 25%----83% 2010-2011 A School, AYP at 87%, Reading Mastery 77%, Math Mastery 76%, Writing Mastery 82%, Science Mastery 62%; Learning gains in reading 71%, lowest 25% 64% Groveland Elementary School- "A" 4 years in a row Math Scores made AYP 2 years in a row
CRT	Cherilynn Tremarco	Norwich University M.Ed. Curriculum and Instruction – American College of Education Elementary Education K-6 Middle Grades Integrated Curriculum 5 -9 Exceptional Student Education ESOL Endorsement	1	0	2011-2012 School Grade "A": Reading Proficiency 63%; Math Proficiency 69%; Writing Proficiency 74%; Science Proficiency 59%; Reading Gains 73%; Math Gains 83% Reading Gains Lowest 25%---78%; Math Gains Lowest 25%----83%

		Reading Endorsement Gifted Endorsement			

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Treadway Elementary School strives to employ the best and most qualified teacher for each position. Each candidate is screened and interviewed, and careful consideration is given to recommendations and references.	Administration	Ongoing
2. Regular meetings of new teachers	Administration	Ongoing
3. Partnering new teachers with veteran staff	Administration	Ongoing
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% Highly Effective/In-Field	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	4.7% (3)	21.9% (14)	37.5% (24)	35.9% (23)	28.1% (18)	100% (64)	21.9% (14)	10.9% (7)	92.2%(59)

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

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
Shannon Bass	Breck Oliver	Mentor is grade chair and will assist mentee with best practices, data, and TWE needs/requirements.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning
Jennifer Conover	Sara Hall	Mentor is grade chair and will assist mentee with best practices, data, and TWE needs/requirements.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning
Vicvelyn Cepeda-Robles	Kaylan Glienke	Mentor is grade chair and will assist mentee with best practices, data, and needs/requirements.TWE	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning
Konda McKeeby	Robert Hawkins	Mentor is grade chair and will assist mentee with best practices, data, and needs/requirements.TWE	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning
Julie Feezor	Lisa Rees	Mentor is grade chair and will assist mentee with best practices, data, and TWE needs/requirements.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning
Chelsea Bernier	Sue Amlong	Mentor is grade chair and will assist mentee with best practices, data, and needs/requirements.TWE	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning

Shannon Bass	Janette Medley	Mentor is grade chair and will assist mentee with best practices, data, and needs/requirements.TWE	The mentor and mentee are meeting weekly to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning

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

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

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

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team for TWE consists of Dr. Rhonda Boone, Principal;

Cindy Christidis, Asst. Principal; Susan Jordan, Asst. Principal; Cherilynn Tremarco, CRT; Vina Barr, Literacy Coach; Guidance Counselors: Stacey Pallitto

and Charlene Campbell ; Select ESE Teachers; Social Worker; School Psychologist

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI with fidelity, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance: Serves as problem-solving team chair. Coordinates team meetings and notifies members of dates and times. Administers screening tests and reports findings. Consults with teachers regarding implementation intervention and data collection. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Curriculum Resource Teacher: Identifies strategies, materials, and resources for academic interventions. Consults with team members regarding academic concerns. Provides academic support to general ed. teacher.

Exceptional Student Education (ESE) Teachers: 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.

Literacy Coach: Identifies strategies, materials, and resources for reading interventions. Provides consultation to the team regarding reading concerns. Assists general ed. teachers with data collection procedures through professional development and facilitation of strategies.

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

Speech Language Pathologist: When needed educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

School Social Worker: In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The team meets once a week during assigned planning period: Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the data collected through progress monitoring the team will identify professional development and resources to use in the intervention process. Analysis of the interventions provided will be continually monitored and adjusted as needed to meet students' needs.

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

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?   The RtI Leadership Team met with the administration to help develop the SIP. The team met to determine faculty in-service needs for implementing the RtI process. Supervise and assist in progress monitoring to determine weak academic areas and identification of at risk students to provide more informed instructional decisions through data analysis.
RtI Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   Baseline data: County Benchmark Assessments (Edusoft), Progress Monitoring and Reporting Network (PMRN),Florida Comprehensive Assessment Test (FCAT), SAT10, NNAT2, STAR   Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR, Teacher generated assessment, Lake County Mini-Benchmark Assessments   Midyear: County Benchmark Assessments (Edusoft), Florida Assessments for Instruction in Reading (FAIR)   End of year: County Benchmark Assessments (Edusoft), FAIR, FCAT   Frequency of Data Days: twice a month for data analysis
Describe the plan to train staff on MTSS.   The team will provide in-services on the RtI process through ongoing staff development through professional learning communities and implementation of the RtI notebook. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.   The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings and provide as needed.
Describe the plan to support MTSS.   The MTSS leadership team will: - Provide an assigned schedule for teachers to present academic and behavioral concerns.   - Provide a flexible schedule to teachers to present concerns.   - Provide assistance in determining appropriate interventions for students.   - Assist in data collection and facilitating the graphing of data.   - Facilitate and monitor implementation of intervention programs   - Assist teachers with organization and disaggregation of data to determine appropriate student placement in intervention groups.   - Provide required observations and assist with required parent conferences.   - Upon teacher request, we provide training or print reports for computerized intervention program.   - Monitor, schedule, and document required parent involvement in MTSS process.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The school-based Literacy Leadership Team consists of administration, Literacy Coach, Media Specialist, Curriculum Resource Teacher and Grade Chairs.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The team has a systematic approach to disaggregating test scores and other curriculum data to identify, define, and resolve school based academics. Meetings are held every 4 weeks. Fidelity of the core curriculum is insured through grade level planning and leadership team meetings.
What will be the major initiatives of the LLT this year?   The major initiative of the Literacy Leadership team this year is to implement Reading Goals and a stronger AR program. One program we would like to maintain is "Reading Indulgence Club." This program is to promote reading by trading in a book to get another book to read. We will continue to use Literacy Stations within the classroom. The use of Literacy Stations will allow the students to work with the teacher in smaller groups while engaging in various academic activities throughout the day, as opposed to simply using the traditional means of instruction.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.
  Elementary Title I Schools Only: Pre-School Transition

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

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

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

*High Schools Only

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

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

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

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.

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. Reading Goal #1A: Increase the number of students that achieve a Level 3 by at least 12 students which will equate to a 10% increase in number of students achieving a Level 3.	2012 Current Level of Performance:* 25% (118)	2013 Expected Level of Performance:* *28% (130)*	1A.1. Limited mastery of all reading skills and strategies	1A.1. Utilize FCRR, PAWS, Marzano, and other research based strategies to increase vocabulary and comprehension.	1A.1. Literacy Coach, CRT, and Administration	1A.1. TEAM, progress monitoring, Lesson Study, Data Chats	1A.1. STAR, FAIR, FCAT, TEAM
			1A.2. Parent support and involvement	1A.2 FCAT Nights Reading Indulgence Club Promotion of use of public library	1A.2 Leadership team, Classroom teachers, Media Specialist, Administration.	1A.2. Participation in activities	1A.2. FAIR, FCAT
			1A.3. Academic weaknesses of students	1A.3. Implementation of PAWS program Identifying student weaknesses based on data, and Data chats with students	1A.3. Leadership team, classroom teachers, administration	1A.3. STAR, FAIR testing, data chats, Progress monitoring	1A.3. FAIR, FCAT,TEAM
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1.	1B.1.	1B.1.	1B.1	1B.1.

		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. Student Motivation	2A.1. Utilization of technology to enhance instruction and for student use.	2A.1. Tech Con, Classroom Teacher, Administration, CRT, Literacy Coach	2A.1. Data Chats, Lesson Study, Collaborative Planning, Progress monitoring	2A.1. TEAM, STAR, FAIR, FCAT, LBA
Reading Goal #2A: Increase the number of students that achieve a Level 4 by at least 34 students, which will equate to a 20% increase in number of students achieving a Level 4.	2012 Current Level of Performance:* 37% (171)	2013 Expected Level of Performance:* 44% (205)					
			2A.2. Students with a wide range of skills	2A.2. Continuation of Literacy Stations K-5.	2A.2. FCAT Night Book totes Promotion of use of public library	2A.2. Data Chats, Lesson Study, Collaborative Planning, Progress monitoring	2A.2. STAR, FAIR and FCAT testing, TEAM
			2A.3. Limited enrichment experiences	2A.3. Provide PAWS, Computer based programs, and additional materials to ensure students are appropriately placed	2A.3. Classroom Teacher, Administration, CRT, Literacy Coach	2A.3. Data Chats, Lesson Study, Collaborative Planning, Progress monitoring	2A.3. TEAM, STAR, FAIR, FCAT, LBA
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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. Motivation	3A.1. Actively engaging students through: Literacy Stations Project based Learning Use of Technology Collaborative grouping	3A.1. Literacy Coach, CRT, Administration, Classroom Teacher	3A.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	3A.1. STAR, FCAT, FAIR, LBA, TEAM
Reading Goal #3A: Increase the number of students making learning gains by at least 34 students, which will equate to an increase of students making learning gains.	2012 Current Level of Performance:* 73% (339)	2013 Expected Level of Performance:* 81% (373)					
			3A.2. Students with a wide range of skills	3A.2. Continuation of literacy stations K-5. Students are STAR Tested and are provided their reading range quarterly.	3A.2. Literacy Coach, CRT, and administration	3A.2. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	3A.2. STAR, FCAT, FAIR, LBA, TEAM
			3A.3. Identifying academic strengths and weaknesses of students	3A.3. Implementation of PAWS program, Identifying student weaknesses and strengths based on data, and Data chats with students	3A.3. Literacy Coach, CRT, Administration, Classroom Teacher	3A.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	3A.3. STAR, FCAT, FAIR, LBA, TEAM
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Students with a wide range of skills	4A.1. Continuation of literacy stations K-5. Students are STAR Tested and are provided their reading range quarterly.	4A.1. Literacy Coach, CRT, Administration, Classroom Teacher	4A.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	4A.1. STAR, FCAT, FAIR, LBA, TEAM
Reading Goal #4A: Increase the number of students in the lowest 25% making learning gains by at least 23 students which will equate to a 7% increase of the lowest quartile students making gains.	2012 Current Level of Performance:* 78% (361)	2013 Expected Level of Performance:* 83% (384)					
			4A.2. Parent support and involvement	4A.2. FCAT Night Book totes Promotion of use of public library	4A.2. Leadership team, Classroom teachers, Media Specialist, Administration	4A.2. Participation in activities	4A.2. FCAT FAIR
			4A.3. Motivation	4A.3. Actively engaging students through: Literacy Stations Project based Learning Use of Technology Collaborative grouping	4A.3. Literacy Coach, CRT, Administration, Classroom Teacher	4A.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	4A.3. STAR, FCAT, FAIR, LBA, TEAM
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *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.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

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** 63%	66	**69**	**72**	**75**	**78**	**82**
Reading Goal #5A: **We will meet or exceed the State AMO performance targets for our six year plan.**							

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. White: Black: Hispanic: Asian: American Indian:	5B.1. Continuation of literacy stations K-5.	5B.1. Literacy Coach, CRT, classroom teachers and administration	5B.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5B.1. STAR, FCAT, FAIR, LBA, TEAM	
Reading Goal #5B: **Each subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* White: **70** Black: **47** Hispanic: **51** Asian: **N/A** American Indian: **N/A**	2013 Expected Level of Performance:* White: **73** Black: **52** Hispanic: **55** Asian: **N/A** American Indian: **N/A**	Students are STAR Tested and are provided their reading range quarterly. Students with a wide range of skills				
			5B.2. Parent support and involvement	5B.2. FCAT Night Book totes Promotion of use of public library	5B.2. Leadership team, Classroom teachers, Media Specialist, and Administration	5B.2. Participation in activities	5B.2. FCAT FAIR
			5B.3. Identifying academic strengths and weaknesses	5B.3. Implementation of PAWS program, Identifying student strengths and weaknesses based on data, and Data chats with students	5B.3. Literacy Coach, CRT, classroom teachers and administration	5B.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5B.3. STAR, FCAT, FAIR, LBA, TEAM

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. Parent support and involvement	5C.1. FCAT Night Book totes Promotion of use of public library	5C.1. Leadership team, Classroom teachers, Media Specialist, Administration	5C.1. Participation in activities	5C.1. FCAT FAIR
Reading Goal #5C: **The ELL subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* 10	2013 Expected Level of Performance:* 40					
			5C.2. Language Barrier	5C.2. Rosetta Stone Earobics PAWS	5C.2. Literacy Coach Administration	5C.2. Progress Monitoring, Data Chats, Collaborative Planning	5C.2. FCAT FAIR LBA
			5C.3. Identifying academic strengths and weaknesses	5C.3. Implementation of PAWS program, Identifying student strengths and weaknesses based on data, and Data chats with students	5C.3. Literacy Coach, CRT, classroom teachers and administration	5C.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5C.3. STAR, FCAT, FAIR, LBA, TEAM
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. Parent support and involvement	5D.1. FCAT Night Book totes Promotion of use of public library	5D.1. Leadership team, Classroom teachers, Media Specialist, Administration	5D.1. Participation in activities	5D.1. FCAT FAIR
Reading Goal #5D: **The SWD subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* 18	2013 Expected Level of Performance:* 32					
			5D.2. Students with a wide range of skills	5D.2. Continuation of literacy stations K-5. Students are STAR Tested and are provided their reading range quarterly.	5D.2. Literacy Coach, CRT, classroom teachers and administration	5D.2. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5D.2. STAR, FCAT, FAIR, LBA, TEAM

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
		Identifying academic strengths and weaknesses	Implementation of PAWS program, Identifying student strengths and weaknesses based on data, and Data chats with students	Literacy Coach, CRT, classroom teachers and administration	Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	STAR, FCAT, FAIR, LBA, TEAM

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. Motivation	5E.1. . Actively engaging students through: Literacy Stations Project based Learning Use of Technology Collaborative grouping	5E.1. Literacy Coach, CRT, Administration, Classroom Teacher	5E.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5E.1. STAR, FCAT, FAIR, LBA, TEAM
Reading Goal #5E: **The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* 18	2013 Expected Level of Performance:* 32					
			5E.2. Parent support and involvement	5E.2. FCAT Night Book totes Promotion of use of public library	5E.2. Leadership team, Classroom teachers, Media Specialist, and Administration	5E.2. Participation in activities	5E.2. FCAT FAIR
			5E.3. Identifying academic strengths and weaknesses	5E.3.. Implementation of PAWS program, Identifying student strengths and weaknesses based on data, and Data chats with students	5E.3. Literacy Coach, CRT, classroom teachers and administration	5E.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5E.3. STAR, FCAT, FAIR, LBA, TEAM

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
Literacy Stations	K-5	Vina Barr	School-wide (K-5)	August 2012 – ongoing	Teacher collaboration, data chats	Leadership Team, Administration
Common Core	K-5	Susan Jordan Vina Barr	School-wide (K-5)	August 2012 – ongoing	Teacher collaboration, data chats	Leadership Team, Administration
Lesson Study	K-5	TBA	School-wide (K-5)	August 2012 – ongoing	Teacher collaboration, data chats	Leadership Team, Administration
Benchmark Task Cards	K-5	Susan Jordan	Grades 3-5	Sept. 4, 2012	Teacher collaboration, data chats	Leadership Team, Administration
Blue Print Training	K-5	Cherilynn	School-wide (K-5)	Sept. 10, 2012	Implementation of Curriculum	Administration

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

		Tremarco			Maps	
Data Chats/Data Binder	K-5	Cherilynn Tremarco	School-wide (K-5)	October 2012 - Ongoing	Teacher collaboration, data chats, implementation of binders	Leadership Team, Administration

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
Before/After School Tutoring	Teacher conducts intensive remediation for 1 hour 4 days per week	SAI	$5,000
Assess every student in grades 2-5 to determine reading level and utilize appropriate interventions.	Teacher conducts intensive remediation for 1 hour 4 days per week	ELC	$6,000
			Subtotal: $11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Assess every student in grades 2-5 to determine reading level and utilize appropriate interventions.	STAR Enterprise	SAC	$2,250
Reading Incentive program	AR	SAC	$2,250
			Subtotal: $4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	Total: $15,500.00

End of Reading Goals

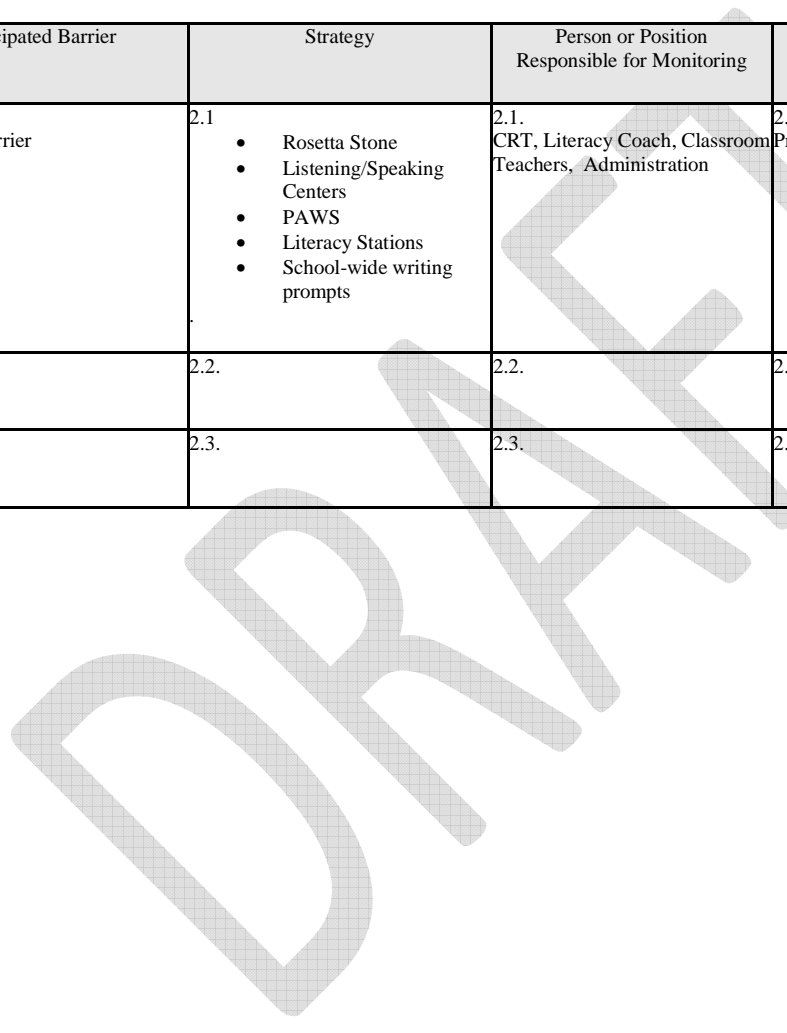**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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. CELLA Goal #1: *Increase the percentage of students proficient in Listening/Speaking to at least 50%.*	2012 Current Percent of Students Proficient in Listening/Speaking: *42% (24)*	1.1. Kindergarten ELL students and their language barrier	1.1. • Rosetta Stone Listening/Speaking Centers • Bear Buddies mentoring program	1.1. CRT, Literacy Coach, Classroom Teachers, Administration	1.1. Progress monitoring	1.1. Rosetta Stone Reports, CELLA, Classroom Teacher reports
		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: Increase the percentage of students proficient in Reading to at least 50%.	2012 Current Percent of Students Proficient in Reading: *25% (14)*	2.1. Vocabulary	2.1. • Rosetta Stone • PAWS • Literacy Stations	2.1. CRT, Literacy Coach, Classroom Teachers, Administration	2.1. Progress monitoring	2.1. Rosetta Stone Reports, CELLA, Classroom Teacher reports
		2.2. Varied reading levels	2.2. • Rosetta Stone • PAWS • Literacy Stations	2.2. CRT, Literacy Coach, Classroom Teachers, Administration	2.2. Progress monitoring	2.2. Rosetta Stone Reports, CELLA, Classroom Teacher reports, STAR
		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> Increase the percentage of students proficient in Reading to at least 50%.	<u>2012 Current Percent of Students Proficient in Writing :</u> *30% (17)*	2.1. Language Barrier	2.1 • Rosetta Stone • Listening/Speaking Centers • PAWS • Literacy Stations • School-wide writing prompts .	2.1. CRT, Literacy Coach, Classroom Teachers, Administration	2.1. Progress monitoring	2.1. Rosetta Stone Reports, CELLA, Classroom Teacher reports, STAR, FCAT writing rubric
		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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Instructional staff have Limited knowledge of bench mark complexity levels of the math curriculum	1A.1. Collaborative teaching units PLC's Data Binders Task Card Training	1A.1. Classroom teachers Administration CRT Literacy Coach	1A.1. Student participation and involvement Teacher collaboration / dialogue Data chats Lesson Study	1A.1. Edusoft Achieves LBA FCAT TEAM Formative/Summative Assessments
Mathematics Goal #1A: Increase the number of students that achieve a level 3 by at least 30 students which will equate to a 20% increase of the number of students achieving a Level 3.	2012 Current Level of Performance *34% (157)*	2013 Expected Level of Performance: *40% (187)*					
			1A.2. Limited planning time	1A.2. Grade level planning PLC's	1A.2. Classroom teachers Administration	1A.2. Student participation and involvement Teacher collaboration / dialogue Data chats	1A.2. Lesson plans Benchmark assessments FCAT
			1A.3. Motivation	1A.3. • Use of technology • Math Lab • Math Clubs • Differentiated instruction • Project Based Learning • Utilization of manipulatives	1A.3. Classroom teachers Administration CRT	1A.3. Student participation and involvement Teacher collaboration / dialogue Data chats Lesson Study	1A.3. Edusoft Achieves LBA FCAT TEAM Formative/Summative Assessments

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

1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Instructional staff have Limited knowledge of bench mark complexity levels of the math curriculum	2A.1. Collaborative teaching units PLC's Data Binders Task Card Training	2A.1. Classroom teachers Administration CRT Literacy Coach	2A.1. Student participation and involvement Teacher collaboration / dialogue Data chats Lesson Study	2A.1. Edusoft Achieves LBA FCAT TEAM Formative/Summative Assessments
Mathematics Goal #2A: Increase the number of students that achieve a level 4 or 5 by at least 30 students which will equate to a 20% increase of the number of students achieving a Level 4 or 5.	2012 Current Level of Performance :* *34% (157)*	2013 Expected Level of Performance :* *40% (187)*					
			2A.2. Motivation	2A.2. • Use of technology • Math Lab • Math Clubs • Differentiated instruction • Project Based Learning • Utilization of	2A.2. Classroom teachers Administration CRT	2A.2. Student participation and involvement Teacher collaboration / dialogue Data chats	2A.2. Edusoft Achieves LBA FCAT TEAM Formative/Summative

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

						manipulatives		Lesson Study	Assessments

			2A.3. Limited student knowledge of math vocabulary	2A.3. - Math Tutoring - Math Lab - Math Clubs - Differentiated instructional activities	2A.3. Classroom teachers, Administration, CRT	2A.3. Progress Monitoring Data Chats	2A.3. LBA Edusoft Achieves Formative assessment FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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. Motivation	3A.1. Actively engaging students through: - Use of manipulatives - Project based Learning - Use of Technology - Collaborative grouping - Smiley Math - Symphony Math	3A.1. CRT, Administration, Classroom Teacher	3A.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	3A.1. FCAT, LBA, TEAM, Formative/Summative Assessment
Mathematics Goal #3A: Increase the number of students making learning gains by 4%.	2012 Current Level of Performance:* *83% (384)*	2013 Expected Level of Performance:* *86% (399)*					

				• Education City Fast Math			
			3A.2. Students with a wide range of skills	3A.2. Differentiated Instruction Flexible grouping Tutoring/enrichment	3A.2. CRT, and Administration, Classroom Teacher	3A.2. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	3A.2. FCAT, LBA, TEAM, Formative/Summative Assessment
			3A.3. Identifying academic strengths and weaknesses of students	3A.3. Tutoring, Identifying student weaknesses and strengths based on data, and Data chats with students	3A.3. CRT, Administration, Classroom Teacher	3A.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	3A.3. FCAT, LBA, TEAM, Formative/Summative Assessment
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Motivation	4A.1. Actively engaging students through: • Use of manipulatives	4A.1. CRT, Administration, Classroom Teacher	4A.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	4A.1. FCAT, LBA, TEAM, Formative/Summative Assessment
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Increase the number of students in lowest 25% making learning gains by 4%.	*83% (384)*	*86% (399)*			• Project based Learning • Use of Technology • Collaborative grouping • Smiley Math • Symphony Math • Education City • Fast Math		
			4A.2. Skill Gaps	4A.2. Differentiated Instruction Flexible grouping Tutoring/enrichment	4A.2. CRT, and Administration, Classroom Teacher	4A.2 Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	4A.2 FCAT, LBA, TEAM, Formative/Summative Assessment
			4A.3. Identifying academic weaknesses of students	4A.3. Tutoring, Identifying student weaknesses based on data, and Data chats with students	4A.3. CRT, Administration, Classroom Teacher	4A.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	4A.3. FCAT, LBA, TEAM, Formative/Summative Assessment
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *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.*					
			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** 56%						
Mathematics Goal #5A: **We will meet or exceed the State AMO performance targets for our six year plan.**		60%	63%	67%	71%	74%	78%

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. Differentiated Instruction Flexible grouping Tutoring/enrichment	5B.1. CRT, and Administration, Classroom Teacher	5B.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5B.1. FCAT, LBA, TEAM, Formative/Summative Assessment	
Mathematics Goal #5B: **Each subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* White: **73** Black: **38** Hispanic: **61** Asian: **N/A** American Indian: **N/A**	2013 Expected Level of Performance:* White: **73** Black: **52** Hispanic: **55** Asian: **N/A** American Indian: **N/A**	Skill Gaps				
			5B.2. Identifying academic weaknesses of students	5B.2. Tutoring, Identifying student weaknesses based on data, and Data chats with students	5B.2. CRT, Administration, Classroom Teacher	5B.2. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5B.2. FCAT, LBA, TEAM, Formative/Summative Assessment

		5B.3. Motivation	5B.3. Actively engaging students through: • Use of manipulatives • Project based Learning • Use of Technology • Collaborative grouping • Smiley Math • Symphony Math • Education City Fast Math	5B.3. CRT, Administration, Classroom Teacher	5B.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5B.3. FCAT, LBA, TEAM, Formative/Summative Assessment

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. Skill Gaps	5C.1. Differentiated Instruction Flexible grouping Tutoring/enrichment	5C.1. CRT, and Administration, Classroom Teacher	5C.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5C.1. FCAT, LBA, TEAM, Formative/Summative Assessment
Mathematics Goal #5C: **The ELL subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **57%**					
			5C.2. Identifying academic weaknesses of students	5C.2. Tutoring, Identifying student weaknesses based on data, and Data chats with students	5C.2. CRT, Administration, Classroom Teacher	5C.2. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5C.2. FCAT, LBA, TEAM, Formative/Summative Assessment
			5C.3. Students with a wide range of skills	5C.3. Differentiated Instruction Flexible grouping Tutoring/enrichment	5C.3. CRT, and Administration, Classroom Teacher	5C.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5C.3. FCAT, LBA, TEAM, Formative/Summative Assessment
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. Motivation	5D.1. Actively engaging students through: • Use of manipulatives • Project based Learning • Use of Technology • Collaborative grouping • Smiley Math • Symphony Math	5D.1. CRT, Administration, Classroom Teacher	5D.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5D.1. FCAT, LBA, TEAM, Formative/Summative Assessment
Mathematics Goal #5D: **The SWD subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* **25%**	2013 Expected Level of Performance:* **43%**					

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

			Education City Fast Math			
		5D.2. Skill Gaps	5D.2. Differentiated Instruction Flexible grouping Tutoring/enrichment	5D.2. CRT, and Administration, Classroom Teacher	5D.2. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5D.2. FCAT, LBA, TEAM, Formative/Summative Assessment
		5D.3. Identifying academic weaknesses of students	5D.3. Tutoring, Identifying student weaknesses based on data, and Data chats with students	5D.3. CRT, Administration, Classroom Teacher	5D.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5D.3. FCAT, LBA, TEAM, Formative/Summative Assessment

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. Motivation	5E.1. Actively engaging students through: - Use of manipulatives - Project based Learning - Use of Technology - Collaborative grouping - Smiley Math - Symphony Math - Education City Fast Math	5E.1. CRT, Administration, Classroom Teacher	5E.1. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5E.1. FCAT, LBA, TEAM, Formative/Summative Assessment
Mathematics Goal #5E: **The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.**	2012 Current Level of Performance:* **63%**	2013 Expected Level of Performance:* **67%**					
			5E.2. Skill Gaps	5E.2. Differentiated Instruction	5E.2. CRT, and Administration,	5E.2. Lesson Study, Progress	5E.2. FCAT, LBA, TEAM,

			Flexible grouping Tutoring/enrichment	Classroom Teacher	Monitoring, Data Chats, Collaborative Planning	Formative/Summative Assessment
		5E.3. Identifying academic weaknesses of students	5E.3. Tutoring, Identifying student weaknesses based on data, and Data chats with students	5E.3. CRT, Administration, Classroom Teacher	5E.3. Lesson Study, Progress Monitoring, Data Chats, Collaborative Planning	5E.3. FCAT, LBA, TEAM, Formative/Summative Assessment

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.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

Enter narrative for the goal in this box. | 2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box. | 2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 5E.2. | 5E.2. | 5E.2. | 5E.2. | 5E.2. |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *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.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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: *Enter narrative for the goal in this box.*							

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

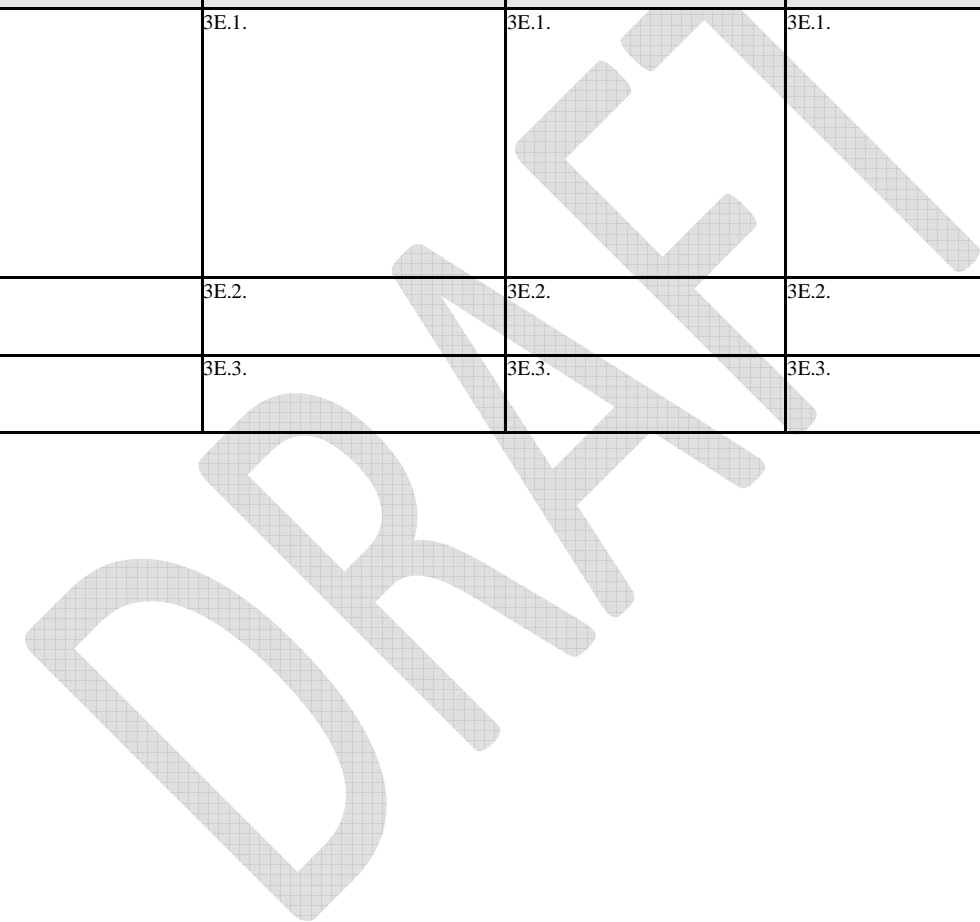| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation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

End of Algebra 1 EOC Goals

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

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

DRAFT

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: *Enter narrative for the goal in this box.*						

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

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

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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft/FCAT Star/Esembler	K-5	Cherilynn Tremarco	School-Wide	Aug. 27 & 29 2012	Data Binders, Data Chats, TEAM	Administration, CRT, Guidance
Benchmark Task Cards FCIM	K-5	Susan Jordan	School-Wide	Sept. 4, 2012	Lesson Plans, TEAM, Progress Monitoring FCAT	Administration, CRT, Literacy Coach
Data Binders/Data Chats	K-5	Cherilynn Tremarco, Susan Jordan, Vina Barr	School-Wide	October 13, 2012	Create binders/conduct student data chats/grade level data chats	Administration, CRT, Literacy Coach
Smartboard, Clickers and Mobi Training	K-5	IT	New Teachers, Teachers that have new technology in their classroom	Oct. 19, 2012	Implement technology into instruction,TEAM	Administration, CRT, Literacy Coach

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

<u>Mathematics Budget</u> (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
Before/After School Tutoring	**Teacher conducts intensive remediation for 1 hour 4 days per week**	**SAI**	**$5,000**
			Subtotal: $5,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math Software extra practice	**Brain Pop**	**SAC**	**$1,400**
			Subtotal: $1,400
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $6,400

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. High Complexity level and rigor of FCAT 2.0	1A.1. 5 E Model of Lessons - AIMS activities - Science Boot Camp - FCAT Science Night - Integrate more informational text	1A.1. CRT, Literacy Coach, Administration, Classroom Teacher	1A.1. Lesson Study Data Chats Teacher Collaboration TEAM Progress Monitoring	1A.1. FCAT LBA Teacher Assessments
Science Goal #1A: Increase the number of students scoring at achievement level 3 by at least 10 students, which will equate to a 10% increase in the total number of students achieving a Level 3.	2012 Current Level of Performance:* *39% (66)*	2013 Expected Level of Performance:* *45% (76)*					
			1A.2. Motivation	1A.2. - Project Based Learning - Hands 0n Labs - FCAT Science Night	1A.2. CRT, Administration, Classroom Teacher	1A.2. Lesson Study Data Chats Teacher Collaboration TEAM Progress Monitoring	1A.2. FCAT LBA Teacher Assessments
			1A.3. Lack of funding, no Science Coach for the lab	1A.3. - Collaborative teaching units 5 E Model of Lessons - AIMS activities - Science Boot Camp - FCAT Science Night - Project Based Learning - Hands 0n Labs	1A.3. CRT, Administration, Classroom Teacher	1A.3. Lesson Study Data Chats Teacher Collaboration TEAM Progress Monitoring	1A.3. FCAT LBA Teacher Assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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

			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2A: Increase the number of students scoring at or above achievement levels 4 and 5 by at least 7 students which will equate to a total of a 20% increase in the total number of students achieving at or above Levels 4 and 5.	2012 Current Level of Performance:* *20% (34)*	2013Expected Level of Performance:* *24% (41)*	2A.1. High Complexity level and rigor of FCAT 2.0	2A.1. • 5 E Model of Lessons • AIMS activities • Science Boot Camp • FCAT Science Night • Integrate more informational text • STEM Club	2A.1. CRT, Literacy Coach, Administration, Classroom Teacher	2A.1. Lesson Study Data Chats Teacher Collaboration TEAM Progress Monitoring	2A.1. FCAT LBA Teacher Assessments
			2A.2. Lack of Interest	2A.2. • 5 E Model of Lessons • AIMS activities • Science Boot Camp • FCAT Science Night • Integrate more informational text • STEM Club	2A.2. CRT, Literacy Coach, Administration, Classroom Teacher	2A.2. Lesson Study Data Chats Teacher Collaboration TEAM Progress Monitoring	2A.2. FCAT LBA Teacher Assessments
			2A.3. Utilization of higher order questions	2A.3. • Benchmark Task Cards • Integrate more informational text • STEM Club	2A.3. CRT, Literacy Coach, Administration, Classroom Teacher	2A.3. Lesson Study Data Chats Teacher Collaboration TEAM Progress Monitoring	2A.3. FCAT LBA Teacher Assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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

		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

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

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

Enter narrative for the goal in this box.	Performance:* *Enter numerical data for current level of performance in this box.*	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

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
Inquiry Learning	K-5/Science	TBA	School-Wide	TBA	Implementation of Inquiry Labs	Administration
Higher Level Questioning	K-5/Science	TBA	School-Wide	TBA	Implementation of High Complexity Questions and Rigor	Administration
Science Boot Camp	4-5/Science	TBA	4th and 5th grade levels	TBA	5 E Model of Lessons/Hands on Labs	Administration

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
SEE STEM BUDGET			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

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

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. No writing coach	1A.1. Continue writing program, *Being A Writer, in the 4th and 5th grades with fidelity.* *Implement writing across the grade levels.*	1A.1. CRT, Literacy Coach, Administration, Classroom Teachers	1A.1. Progress Monitoring Data Chats Teacher Collaboration TEAM	1A.1. FCAT LBA Teacher Assessments
Writing Goal #1A: Ninety percent of the 4th graders will achieve at or above proficiency on the FCAT 2.0 Writing Test.	2012 Current Level of Performance:* *74% (102)*	2013 Expected Level of Performance:* *100% (138)*					
			1A.2. Writing is not consistent	1A.2. F Kitty school-wide writing prompts 3x a year	1A.2. Classroom Teacher Administration	1A.2. Teacher / Administration communication	1A.2 FCAT Writing Rubrics .
			1A.3. Teacher and Student buy in that writing is imperative to learning and understanding	1A.3. Implement: Read, Think, and Apply (students will read together, write down what they are thinking and then discuss it with peers).	1A.3. Classroom Teachers	1A.3. Teacher Collaboration / dialogue	1A.3. FCAT writing rubric
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			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
Being a Writer	3-5 grades	BAW company	3rd, 4th, and 5th grade teachers	September 6 & 25, 2012 October 10, 2012	Regularly scheduled grade level meetings to monitor student success	CRT, Literacy Coach, Administration

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
Before/After School Tutoring	Teacher conducts intensive remediation for 1 hour 4 days per week	SAI	$2,000
			Subtotal: $2000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Keyboard Training	Keyboard program in computer lab for 4th graders	N/A	N/A
			Subtotal:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $2,000.00

End of Writing Goals

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

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

S.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Parental choice, H1N1, follow-through	1.1. Parental contact (calls and notes) for consecutive or a pattern of absences. Teachers maintain phone log to monitor attendance. Data entry reports sent to parents, monitoring system for chronically absent students from previous school year. Teacher incentives for attendance: class job assignments and responsibilities, verbal praise, incentives, classroom reward system, grade level travelling "trophy."	1.1. Classroom teachers, Guidance Counselor, Data Clerk, Administration	1.1. District generated absence reports, phone logs, teacher contacts, conferences	1.1. AS400 data Phone logs
Attendance Goal #1: Increase average daily attendance from 94.7% to 97%.	2012 Current Attendance Rate:* **94.7% (868)**	2013 Expected Attendance Rate:* **96% (880)**					
	2012 Current Number of Students with Excessive Absences (10 or more) **174**	2013 Expected Number of Students with Excessive Absences (10 or more) **100**					
	2012 Current Number of Students with Excessive Tardies (10 or more) **140**	2013 Expected Number of Students with Excessive Tardies (10 or more) **100**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Esembler Training	K-5	CRT	School-Wide	August 27, 2012	Teacher generated reports	Administration
PBSK-5	K-5	Susan Jordan	School-Wide	Sept. 5, 2012	FIDO	Administration

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
Quarterly grade level recognition incentives	Popcorn Party, Ice Cream Party Dog-Tags	ELC	$200 $500
			Subtotal: $700.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $700.00

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Faculty/Staff not following the proper documentation tracking form.	1.1. Faculty/Staff training on the correct PBS tracking forms, as well as, use of the Teacher managed/Administration managed flow chart.	1.1. Administration Team	1.1. Administration monitoring, PBS Team Meetings	1.1. Discipline data from AS400
Suspension Goal #1: To reduce the number or suspensions for the 2012-2013 school year by 10%, thus decreasing the number of students suspended.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	25	*22*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	22	*20*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	58	*52*					
	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended					

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

	Out- of- School	Out- of-School					
	34	30					
			1.2. Students with multiple referrals for same incident	1.2. Refer students to the RtI Team for Tier 2 Behavior Interventions	1.2. Administration/RtI Team Teacher	1.2. Progress Monitoring Tier 2 Intervention Data Charts	1.2. Discipline data from AS400, RtI Meeting Logs
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Tier 2 PBS Support Interventions	School-Wide	PBS/RtI Team	School-Wide	Summer 2012 throughout 2012-2013 school year	Documented use of behavior interventions and tracking	Administration, PBS Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Tier 2 PBS/RtI	Support Interventions for RtI Tier 2	N/A	N/A

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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 Parent Involvement Goal #1: To improve overall parent involvement volunteer hours.	2012 Current Level of Parent Involvement:* *5,110 hours*	2013 Expected Level of Parent Involvement:* *5,200 hours*	1.1. Parent Choice/lack of information	1.1. Use of call-out system School Newsletter Flyers	1.1. Administration	1.1 Feedback from parents Results from Climate Survey	1.1. Call out system data/reports School Climate Survey
			1.2.	1.2.	1.2.	1.2.	1.2.
			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
Volunteer Training	All faculty/staff	CRT	School-Wide	Aug. 17, 2012 Oct. 24, 2012	Sign-In Sheets for School Activities	CRT
Volunteer Training	Parents	CRT	All Parent Volunteers	Sept. Volunteer Breakfast 11/6/12	Sign-In Sheets	CRT

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

End of Parent Involvement Goal(s)

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: Become a Stem School for the 2012-2013 school year.	1.1. Teacher Buy-In	1.1. - Administrative Support - Leadership Team Support - Training Teachers on requirements and keeping them informed of process	1.1. Administration, CRT, Classroom Teachers	1.1. Participation in the STEM activities Progress Monitoring	1.1. STEM Bowl FCAT 2.0 Math/Science LBA Teacher Assessments
	1.2. Meeting Requirements	1.2. - Smiley Math - Science Fair - STEM Bowl - Family Science Night - Family Math Night 4th Grade Power Kits 3rd Grade STEM Experiment	1.2. Classroom Teachers, CRT, Administration	1.2. County Application Process Progress Monitoring by CRT and Administration	1.2. STEM Bowl
	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
Teacher Training	K-5	CRT Administration	School-Wide	September 19, 2012 Faculty Meeting	Progress Monitor completion of STEM School requirements	CRT, Administration

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
Family Math Night (Orlando Science Center Sponsored)	Hands on activities	ELC	$500.00
Family Science Night (Orlando Science Center Sponsored)	Hands on activities	ELC	$500.00
			Subtotal: $1000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM Club (after school)	Grades 3-5 Level 4/5 FCAT Teacher pay	ELC	$2000.00
STEM Club supplies	Supplies for hands on activities/T-Shirts for Bowl/Lunch for Team	ELC	$350
			Subtotal: $2350.00
			Total: $3350.00

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: Increase awareness of students, parents, faculty, and staff of career and technical education.	1.1. Getting information to parents/students/faculty and staff	1.1. - Parent Nights - Website - Newsletter - PTO - SAC - Call-out system - Flyers home	1.1. Administration	1.1. - Discussion with identified groups - Meet with PTO - Meet with SAC - Use call-out system to notify of activities	1.1. School Climate Survey
	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

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

End of CTE Goal(s)

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 : Bullying Additional Goal #1: **Reduce Bullying incidents and educate students on anti-bullying policy.**	2012 Current Level :* 2	2013 Expected Level :* 0	1.1. Teachers recognizing and stop behaviors that could lead to bullying	1.1. Review School Board Policy that addresses bullying	1.1. Administration	1.1. Bullying Reports, discipline referrals	1.1. Discipline reports that result from bullying reports
			1.2. Less supervision in high traffic areas	1.2. Increase adult supervision in all high traffic areas	1.2. Administration	1.2. Bullying Reports, discipline referrals	1.2. Discipline reports that result from bullying reports
			1.3. Student misconceptions about what bullying is and how to prevent it	1.3. Guidance Counselors cover bullying awareness and prevention through classroom guidance	1.3. Guidance Counselors	1.3. Bullying Reports, discipline referrals	1.3. Discipline reports that result from bullying reports

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

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

1. Additional Goal : **School Safety**			2.1. Lake of consistency of procedures used among faculty and staff in emergency drills	2.1. Implement the use of Safe Schools Go Kits	2.1. Administration and School Safety Committee	2.1. "After Action Reports," and School Safety Committee monitoring	2.1. After Action Reports
Additional Goal #1: **Increase awareness of School Safety Procedures.**	2012 Current Level :* *Old system*	2013 Expected Level :* *Trained 100% of faculty and staff on new procedures and provided Go Kits to all faculty and staff*					

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
Anti-Bullying Policy	All faculty and Staff	Guidance Dept.	School-Wide	Pre-Planning Faculty Meeting	Discipline Referrals resulting from Bullying Reports	Administration
Safe School Go Kits	All faculty and Staff	Susan Jordan	School-Wide	Pre-Planning Faculty Meeting 8/17/12 10/3/12	"After Action Reports," and School Safety Committee monitoring	After Action Reports

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

1. Additional Goal : **Technology**			3.1. Teacher familiarity with technology	3.1. Provide training for teachers on technology tools which promote student collaboration and technology centers	3.1. Administration, Literacy Coach, CRT	3.1. Teacher Feedback Training Sign In	3.1. Teacher Feedback Training Sign In
Additional Goal #1: **Increase student engagement and prepare for Common Core.**	2012 Current Level :*	2013 Expected Level :*					
	No documentation	Technology implemented into instruction in every classroom					

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
Clickers Training	K-5	LCS ILS Team	School Wide	October 19 – on going	ILS Follow up visits throughout school year to assist with implementation	Administration
Mobi Training	K-5	LCS ILS Team	School Wide	October 19 – on going	ILS Follow up visits throughout school year to assist with implementation	Administration
Smartboard Training	K-5	LCS ILS Team	School Wide	October 19 – on going	ILS Follow up visits throughout school year to assist with implementation	Administration

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

End of Additional Goal(s)

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: $15,500.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $6,400.00
Science Budget	
	Total:
Writing Budget	
	Total: $2,000.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: $700.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total: $3,350.00
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total: $27,950.00

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

- 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.
SAC will review School Improvement Plan and give valuable input regarding the plan; they will help establish input on community partnership roles to enhance more productive learning communities. They will discuss money shortfalls, and ways to increase revenue for Treadway Elementary School. Increase parental communication and collaborate on academic expectations. SAC and PTO will have a fundraiser and will determine distribution of funds, including support for computer programs and other vital support needed to provide assistance for Treadway's students.

Describe the projected use of SAC funds.	Amount

STAR Enterprises, AR, Brain Pop	$6,400.00