

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: Tommy Smith Elementary	District Name: Bay
Principal: Lynn Stryker	Superintendent: Bill Husfelt
SAC Chair: Shawna Callahan	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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Lynn Stryker	BS Elementary Education/Early Childhood MS/PhD Educational Leadership	12	23	Served Tommy Smith Elementary from 2000 to present with school grades designated as C, B, A, and ranging from 90%-100% AYP goals met. Served as Principal of Cedar Grove Elementary from 1993-2000 with school grades of C. Served as Rosenwald Middle School Assistant Principal for 4 years prior to state accountability grades.
Assistant Principal	Janie Branstetter	BS Learning and Behavior Disorders/Elementary Education MS Educational Leadership	2	2	School grades of A and B. 10 years as District level ESE staff. Prior 15 years served as a teacher at a special center school where school grading was not required.

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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)
Reading	Lora M. McCalister-Cruel	BS Journalism; Master of Public Administration English 5-9; ESE K-12; Reading Endorsement K-12; ESOL Endorsement K-12	1 st	3	09-10 Grade B Mosley High 63% Level 3 and above, 88% Meeting Writing Standard, 57% Making Learning Gains, 43% Lowest 25% Making Gains, 567 Points 10-11 Grade A Mosley High 66% Level 3 and above, 90% Meeting Writing Standard, 63% Making Learning Gains, 50% Lowest 25% Making Gains, 572 points 11-12 Grade Pending Mosley High 64% Level 3 and above, 89% Meeting Writing Standard, 59% Lowest 25% Making Gains, 570 Points

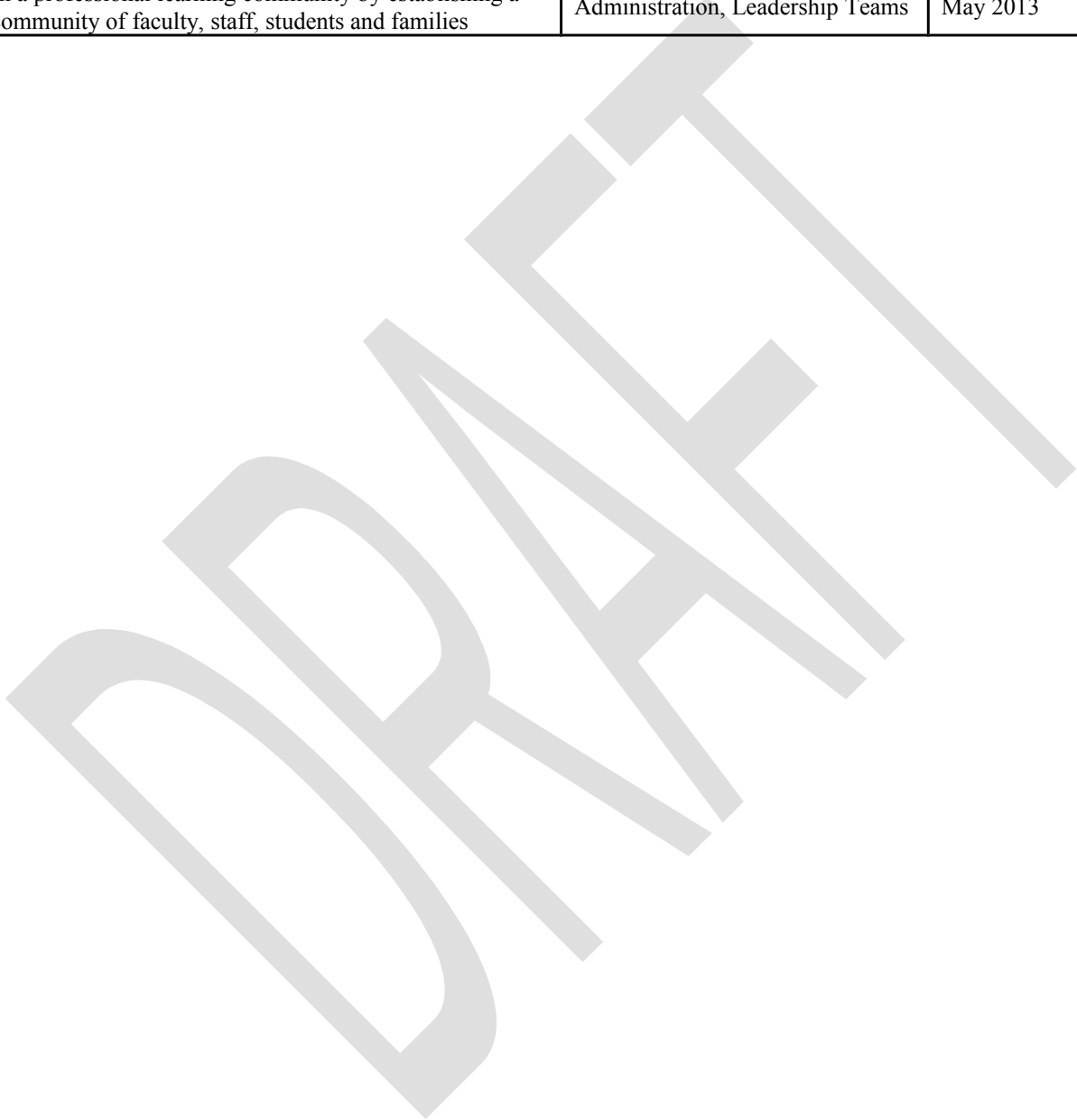
Highly Effective Teachers

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. Utilize experienced teachers to support and mentor beginning teachers in their professional development, data analysis, classroom management, and assessment skills	Principal	May 2013
2. Master schedule supports common planning time for grade level, and includes ESE and Special Area teachers	Administration	August 2012
3. Provide meaningful and purposeful staff development opportunities by utilizing District staff training specialists and other District resources	Principal	May 2013

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4. Maintain a professional learning community by establishing a caring community of faculty, staff, students and families	Administration, Leadership Teams	May 2013
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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
Instructional Staff Out of field-2%(1) # not highly effective-83%(41)	Professional development focus on areas of need identified through the Teacher Appraisal System. Grade level meetings to focus on specific needs of the grade level. Collegial discussions with Administration regarding Instructional Practices with individual teachers.

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
42	0%(0)	7.1%(3)	28.6%(12)	64.3%(27)	23.8%(10)	14%(6)	9.5%(4)	2.4%(1)	21.4%(9)

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
Cathy Anderson	Jan Downing	District assigned mentor	
	Dawn Ezell		

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
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

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

School-Based MTSS/RtI Team		
Identify the school-based MTSS leadership team.		
Lynn Stryker - Principal	Dana Manis-District RtI Staff Training Specialist	Kaye Maddox-Classroom Teacher
Tonia Ramey - Guidance Counselor	Janie Branstetter -Administrative Assistant	
Sherry Teas - Classroom Teacher	Patty Helms - Classroom Teacher	Barbara Deeds-School-based ESE Teacher
Greta Harris – School Psychologist	Linda Johnson - Classroom Teacher	Lynn Forbes – Speech/Language Pathologist
Jessica Cox-Classroom Teacher	Pam Moore – District ESE Resource Teacher/Staffing Specialist	
	Sherry Morris-Classroom Teacher	Latriva Varnum-Guidance Counselor
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?		
Tommy Smith Elementary’s MTSS Leadership Team meet s monthly to address systemic issues/concerns expressed by Leadership Team members, classroom teachers, or district personnel. During these monthly meetings, Leadership Team members conduct a fidelity audit of all student/paperwork involved with the MTSS process. Leadership Team members also meet with grade levels on a weekly or bi-weekly schedule to provide assistance, support, or clarification on intervention protocol and fidelity. All grade level as well as faculty meetings have an MTSS component listed as part of the planning agenda. Several members of the MTSS Leadership Team serve as representatives on the Positive Behavior Support Leadership Team in order to maintain consistency and integrity for both academic and behavior supports for our students. MTSS student and parent-specific meetings are scheduled on designated dates where district personnel are available.		
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?		
A major component of Tommy Smith’s School Improvement Plan addresses the use of MTSS as the “way of doing work” at TSE. For each subsection of the SIP, data is used to identify the areas of need and develop a plan of action. MTSS Leadership Team members, utilizing the Intervention Menu, offer suggestions on ways to increase proficiency in the identified areas of need. Our core program, as outlined within the School Improvement Plan, is constantly reviewed and revised through the use of data analysis as well as input from the MTSS Leadership Team.		
MTSS Implementation		
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.		
Classroom teachers will be provided Assessment Period Planning Sheets for each of the AP1, 2, and 3 sessions during the 2012-2013 school year. This collection of data will include FAIR assessment (Kdg only, AP1), Discovery Education reading, math, and science assessments, FCAT, classroom assessments, and additional data related to individual needs of students. Assessment Planning Sheets are reviewed three times per year by administrators, guidance, STS, and classroom teachers to determine the need for initiation, revision, or removal of an MTSS plan for individual students. These planning sessions as well as monthly grade level data chats to include behavior as well as core curriculum discussions will provide the framework for decisions as to whether the students move within the Tiers of MTSS or whether a component of the core curriculum needs to be intensified to better meet the needs of our TSE students.		
Describe the plan to train staff on MTSS.		
<ul style="list-style-type: none"> • Faculty will attend “update” MTSS sessions during pre-school professional development, July 31-August 2, 2012. • Monthly MTSS grade level meetings will continue through the 2012-2013 school year; grade level meeting configuration will be differentiated to meet each grade level need. • Monthly Leadership Team meetings will continue during 2012-2013 in order to continue to build the knowledge base of the MTSS Leadership Team. • Faculty will be trained in using the DIBELS web-based data system to create, track and measure student reading performance reports. A review of these reports will be incorporated into the monthly MTSS grade level meetings. 		

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Describe the plan to support MTSS:

- Principal will continue to lead both the Leadership Team meetings as well as grade level meetings for the 2012-2013 school year.
- Monies will be budgeted through the school budget in order to support the needs of the MTSS Leadership Team.
- Monies and time will be allocated to continue the use of the TSE data display.
- Continue to allocate resources to supplement intervention resources needed by the faculty.
- In an effort to maintain the momentum of the TSE MTSS process, the Principal will continue to seek ways to clarify the existing action plan, using data to indentify the critical areas of emphasis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lynn Stryker-Principal, Janie Branstetter-Administrative Assistant, Faith Fowler-2nd grade teacher , Laura Perry-1st grade teacher, Virginia Spivey-5th grade teacher, Christine Stockstill-2nd grade teacher, Lora Macalister-Cruel-Literacy Coach

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

The Literacy Leadership Team meets monthly after school. The team's main purpose is to create a capacity of reading knowledge for the school. The LLT collaborates and encourages a literate climate that supports effective teaching and learning. The ultimate goal is to become a catalyst for school-wide literacy change.

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

The major initiatives of the LLT this school year will be to assist with the planning, implementation, and monitoring of the strategies within this school improvement plan. This team will specifically address Panthers Read, Panthers Count, Panthers Write, as well as the implementation of the Article of the week and the 10 Literacy Commandments.

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.

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****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](#).

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PART II: EXPECTED IMPROVEMENTS

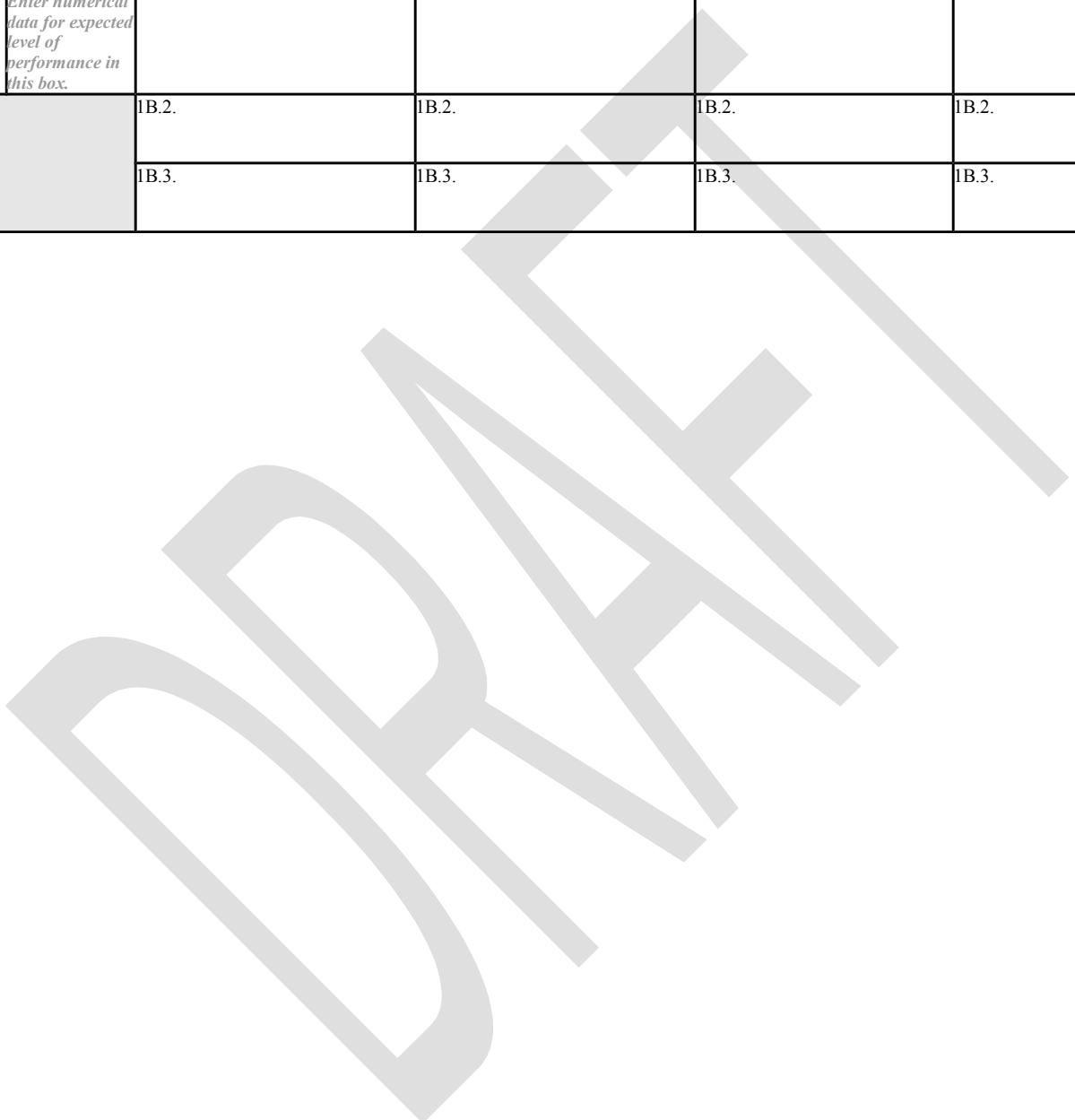
Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1. Budgetary Shortfalls in providing professional development in this area	IA.1. Develop and implement FCIM focus calendars and based on school-wide and grade-level data for Language Arts Benchmarks.	IA.1. Grade Level Chairs and Administration	IA.1. Review of Focus calendars, lesson plans, walkthroughs and assessments and other instructional practices through common planning.	IA.1. Lesson Plans, FCIM Common Assessment Data and District Fidelity Checks
Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
35% of students in grades 3 – 5 will score a Level 3 on the FCAT Reading Test as reported by the School Accountability Report (School Report Card).	29%(100)	35%(120)					
			IA.2. Budgetary shortfalls in providing professional development in this area	IA.2. Strengthen core content literacy through the Panthers Read! Program to increase student background knowledge and the increased use of common literacy strategies across the curriculum using higher text complexity of informational text.	IA.2. Literacy Leadership Team and Grade Chairs	IA.2. Instruction on The 10 Literacy Commandments will be provided daily. Students will be assigned an “Article of the Week” to implement those skills. Student responses will address vocabulary, reading application, analysis, and research process benchmarks for 3-5 and CCSS benchmarks for reading in K-2. The LLT will collect and analyze data for school-wide progress monitoring.	IA.2. Lesson Plans, Panthers Read! Assessment Data
			IA.3. Training needed for approved intervention strategies, scheduling demands, and budget constraints for training staff and purchasing approved materials	IA.3. Use Multi-tiered Systems of Support (MTSS) to provide interventions for K-5 students reading below grade level	IA.3. MTSS Leadership Team and Grade Chairs	IA.3. . Data analysis of progress monitoring tools, collaboration in instructional planning and reflect upon intervention outcomes during monthly MTSS meetings	IA.3. Discovery Education Assessments, SM%, Panthers Read!
IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
Reading Goal #1B:	<u>2012 Current Level of Performance:**</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.Need for expanding technology resources and training	2A.1. Provide daily computer-based enrichment that provides accommodations for advanced academic achievement with programs such as: FCAT Explorer, Harcourt Think Central, SM5	2A.1.All Instructional Staff	2A.1.Data Analysis during grade level meetings	2A.1.Discovery Education, Harcourt, SM5, and FCAT 2.0 Reading Results
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
40%(128) of students in grades 3-5 will score at or above level in reading	32%(111)	40%(128)					
			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 reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
** 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.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			BA.1. . Need for staff development in Common Core Standards, need for expanding technology resources and training, and scheduling demands.	BA.1. Implement the Bay District Schools K-12 Reading Framework with fidelity to include differentiated instruction based on Common Core State Standards with an emphasis on guided instruction, shared reading, small group independent practice and assistive technology	BA.1. School Improvement/LLT and All instructional Staff	BA.1. Students will complete all three (3) assessments of Discovery Education Reading. Teachers will analyze results to be used to provide instruction	BA.1. Discovery Education results and FCAT 2.0 Reading scores
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students making learning gains in reading.	57%(136/239)	65%(141/217)					
			BA.2.Expense of material	BA.2. Provide whole group SRA Phonemic Awareness instruction in kindergarten	BA.2. Kindergarten teachers	BA.2. . Data Analysis of formative assessments	BA.2. SRA Progress monitoring tools, Discovery Education Assessment Results
			BA.3. Budgetary shortfalls in providing professional development in this area.	BA.3. . Strengthen core content literacy through the Panthers Read! Program to increase student background knowledge and the increased use of common literacy strategies across the curriculum using higher text complexity of informational text.	BA.3. Literacy Leadership Team and Grade Level Chairs	BA.3. 3. Instruction on The 10 Literacy Commandments will be provided daily. Students will be assigned an "Article of the Week" to implement those skills. Student responses will address vocabulary, reading application, analysis, and research process benchmarks for 3-5 and CCSS benchmarks for reading in K-2. The LLT will collect and analyze data for school-wide progress monitoring.	BA.3. . Lesson Plans, Panthers Read! Assessment data
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
** 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.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Student attendance, mobility, need/expense for expanding technology resources and training.	4A.1. Provide daily access to SM5, Harcourt Strategic Intervention, and SRA Intervention materials, and utilize expertise from Literacy Coach	4A.1. SIT/LLT, Instructional Staff	4A.1. Computer generated reports and MTSS progress monitoring tool.	4A.1. FCAT Reading Test Results, Discovery Education Reports
Reading Goal #4A: To increase the number of students in the lowest 25% to make learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9%(5)	14%(10)					
			4A.2. Budgetary shortfalls in providing professional development in this area.	4A.2. Strengthen core content literacy through the Panthers Read! Program to increase student background knowledge and the increased use of common literacy strategies across the curriculum using higher text complexity of informational text.	4A.2. Literacy Leadership Team and Grade Level Chairs	4A.2. Instruction on The 10 Literacy Commandments will be provided daily. Students will be assigned an "Article of the Week" to implement those skills. Student responses will address vocabulary, reading application, analysis, and research process benchmarks for 3-5 and CCSS benchmarks for reading in K-2. The LLT will collect and analyze data for school-wide progress monitoring.	4A.2. Lesson Plans, Panthers Read! Assessment data
		4A.3. Training needed for approved intervention strategies, scheduling demands, and budget constraints for training staff and purchasing approved materials	4A.3. Use Multi-tiered Systems of Support (MTSS) to provide interventions for K-5 students reading below grade level	4A.3. Grade Level Chairs, Administration	4A.3. Data analysis of progress monitoring tools, collaboration in instructional planning and reflect upon intervention outcomes during monthly MTSS meetings	4A.3. Discovery Education Assessments, SM4, Panthers Read!	
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:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> Increase the number of students reaching the proficiency levels to the AMO target rates.	Baseline data 2010-2011		63%(Should have been at 73)	75%	78%	80%	83%	85%
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. <u>Reading Goal #5B:</u> Decrease the % of students in the white subgroup not making satisfactory progress by 2%	2012 Current Level of Performance: White:37%(114) Black:** Hispanic:** Asian:** American Indian:**		2013 Expected Level of Performance: White:35%(109) Black:** Hispanic:** Asian:** American Indian:**	5B.1. Provide technology based interventions with the use of SM5 and Fast Forward.	5B.1.SIT, LLT, Instructional Staff	5B.1.Data analysis of SM5 and Fast Forward Reports.	5B.1.SM5 Reports and Fast Forward Progress Tracker	
			5B.2.	5B.2.Strengthen core content with the use of FCRR interventions	5B.2.SIT, LLT, Instructional Staff	5B.2.Review of AP planning data and MTSS progress monitoring.	5B.2.DE data and MTSS progress monitoring data	
			5B.3.	5B.3.Provide instructional strategies supported by the School Improvement Plan through the implementation of Panthers Read and Panthers Investigates.	5B.3.SIT, LLT, Instructional Staff	5B.3.Data analysis of all components of SIP	5B.3. DE data, MTSS data, AP planning data, grades, FCAT	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: ** Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> 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 reading.			5D.1. Time constraints, need for very intensive interventions, mobility	5D.1. Provide technology based interventions through SM5 and Fast Forward	5D.1. SIT, LLT, ESE Dept., Administration	5D.1. Data analysis of SM5 and Fast Forward Reports	5D.1. SM5 Reports and Fast Forward Progress Tracker
Reading Goal #5D: Decrease the number of students with disabilities not making satisfactory progress in reading by 10%	<u>2012 Current Level of Performance:*</u> 74%(37/50)	<u>2013 Expected Level of Performance:*</u> 64%(27/42)					
			5D.2. Time constraints, need for very intensive interventions, mobility, costs of materials	5D.2. Strengthen core content with the use of FCRR interventions and SRA intervention	5D.2. SIT, LLT, ESE Dept., Administration	5D.2. Review of DE data, review of students progress during department meetings	5D.2. DE data, grades, IEP goal progress
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Training needed for approved intervention strategies, scheduling demands, and budget constraints for training staff and purchasing approved materials	5E.1. Use Multi-tiered Systems of Support (MTSS) to provide interventions for K-5 students reading below grade level through intervention blocks and the use of computer-based programs	5E.1. Instructional Staff, MTSS Leadership team	5E.1. Data analysis formative assessments and progress monitoring tools during grade level meetings	5E.1. SM5, Discovery Education probes, and FCAT 2.0 Reading Data
Reading Goal #5E: To decrease the number of Economically Disadvantaged students not making satisfactory progress by 7%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	47%(94/200)	40%(80/201)					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area Literacy Strategies and Panthers Read! PD	All K-5	Literacy coach	All Instructional Staff	Monthly Faculty Meetings, Grade Level Meetings, SIT/LLT Meetings	Weekly Grade Level Meetings and Model Lessons as needed	SSIT/LLT, Literacy Coach, Administration
Multi-Tiered Systems of Support	ALL K-5	Administration and MTSS Leadership Team	All Instructional Staff	Monthly Meetings	Administration and MTSS Data Chats during Grade Level Meetings	Administration, MTSS Leadership Team, Guidance
Intervention Material Training	ALL K-5	Administration, Staff Training Specialists	Based on student/teacher need	November 2012	Progress Monitoring Data Folders	Administration and MTSS Leadership Team

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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
Implementation of Research-based intervention materials	Texts, workbooks, Teacher Editions	TSE textbooks allocation	\$1000.00
			Subtotal:\$1000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer-based tools for enrichment	Computer software/hardware	TSE budget	\$800.00
	Ticket to Read		
			Subtotal:\$800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Panthers Read! Content Area Literacy Strategies Program	Copies, posters, labels, folders	TSE budget	\$300.00
			Subtotal:\$300.00
Other			
Strategy	Description of Resources	Funding Source	Amount
MTSS Interventions	Stipends for MTSS Leadership Team Planning	TSE Budget	\$2340.00
			Subtotal:\$2,340.00
			Total:\$4,440.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: **	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: **	2012 Current Percent of Students Proficient in Reading:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: **	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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: 0

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Scheduling Demands and need for expanding resources	1A.1. . Continue to use Lesson Study to implement the Bay District Schools Math Framework to include daily guided instruction, small group practice and differentiation based on math progress monitoring tools.	1A.1. Administration and Instructional Staff	1A.1. Formative Assessments	1A.1. FCAT, DEA, SM5, Harcourt, and MTSS data
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1A: 40% of third-fifth grade students will score a Level 3 on the FCAT Math Test as reported by the School Accountability Report (School Report Card).	31%(108)	40%(128)					
			1A.2. Need for expanding resources and scheduling demands	1A.2. Implement MTSS progress monitoring tools to inform instruction and intervention practices.	1A.2. . Administration and MTSS	1A.2. . Data Chats, Grade Level Meetings, MTSS progress monitoring	1A.2. FCAT, DEA, SM5, , Harcourt and MTSS data
			1A.3. Need for expanding resources and scheduling demands	1A.3. Develop and implement FCIM focus calendars based on school-wide and grade-level data for Math Benchmarks to support academic rigor.	1A.3. Administration, Grade Level Teams, SIP Team	1A.3. . Administrative review of 3rd grade level lesson plans and instructional focus calendars, classroom walkthroughs, lesson study progress	1A.3. FCAT MATH and 3rd Assessment Results from DEA MATH
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1B: **							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics Goals (Repeated Page)

* 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.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. . Need for expanding technology resources and training	2A.1. . Provide regular access for math enrichment through the use of FCAT Explorer, SM5 and Harcourt Think Central	2A.1. Lab Manager, School Improvement Team and Administration	2A.1. . Teachers will analyze data, collaborate on instructional planning and reflect upon assessment outcomes.	2A.1. FCAT Explorer, SM5, and Harcourt Think Central
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
28% of students in grades 3-5 will score a Level 4 or 5 on the FCAT Math Test as reported by the School Accountability Report (School Report Card).	21%(69)	28%(89)					
			2A.2. . Need for expanding resources and scheduling demands	2A.2. Provide regular access to guided math stations	2A.2. Instructional Staff	2A.2. . Teachers will analyze formative assessment data from guided instruction	2A.2. 2. Harcourt assessments and classroom data
			2A.3. Need for expanding resources and scheduling demands	2A.3. Implement Accelerated Math at grades 3, 4, an 5	2A.3. Grades 3, 4, and 5 teachers, Administration	2A.3. Teachers analysis of Accelerated Math data reports to guide student progress	2A.3. Accelerated Math Data Reports
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B: **	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. 1. Need for critical analysis of performance data	3A.1. Implement the Bay District Schools Math Framework to include differentiation of small groups and scaffolding, departmentalization of math strands and intervention blocks.	3A.1. Administration and Instructional Staff	3A.1. Data Chats and Grade Level Meetings	3A.1. FCAT, HARCOURT and Discovery Education Assessments
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3A: Increase the number of students making learning gains to 65%	57%(134/237)	65%(154/237)					
			3A.2. None	3A.2. Develop and implement FCIM focus calendars based on school-wide and grade-level data for Mathematics Benchmarks.	3A.2. Administration, School Improvement Team, grade level math teams (horizontal and vertical)	3A.2. . Administrative review of grade level lesson plans and instructional focus calendars, classroom walkthroughs, lesson study progress	3A.2. FCAT 2.0 Math Results
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3B: **							
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Need for Critical Analysis of performance Data	4A.1. Data analysis of FCAT reporting categories during pre-school in-service and class analysis using , Harcourt, Discovery Education, MTSS progress monitoring results	4A.1. . Administration, SIT/LLT, MTSS Leadership Team, Grade level teams	4A.1. Data Analysis at monthly grade level and MTSS meetings	4A.1. . FCAT 2.0 Math, Discovery Education, Harcourt Assessments and MTSS progress monitoring data
Mathematics Goal #4A: Increase the number of students in the lowest 25% to make learning gains.	<u>2012 Current Level of Performance:*</u> 9%(5/56)	<u>2013 Expected Level of Performance:*</u> 14%(10)					
			4A.2. Budgetary shortfalls in professional development resources	4A.2. Strengthen math fluency through daily Panthers Count! Activities to increase student experiences with mental math, vocabulary and real-world applications.	4A.2. Administration and Instructional Staff	4A.2. Embedded within the math frameworks, teachers will determine the appropriateness through classroom observation, anecdotal records and progress monitoring tools	4A.2. Discovery Education Assessments, Harcourt
			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: **	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: Increase the number of students meeting proficiency levels by AMO targets to 70%	Baseline data 2010-2011		53%(Should have been at 67%)	70%	73%	76%	79%	82%
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. Mathematics Goal #5B: Decrease the number of white students not making satisfactory progress in math by 7%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: Mobility Black: Hispanic: Asian: American Indian:	5B.1.Provide technology based interventions and enrichment with the use of SM5 and Accelerated Math	5B.1.SIT, 3- 5 Instructional Staff	5B.1.Reveiw and analysis of SM5and AM data reports	5B.1.SM5 and AM data reports	
	White:47%(145/308)	White:40%						
	Black:** Hispanic:** Asian:** American Indian:**	Black: Hispanic: Asian: American Indian:						
			5B.2. none	5B.2.Strengthen instructional practices with the use of math manipulatives and math stations	5B.2.SIT, Instructional Staff	5B.2.Review and analysis of AP planning data and MTSS progress monitoring data	5B.2.DE data and MTSS progress monitoring data	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C: **	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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. Time constraints, need for very intensive interventions, mobility	5D.1. Provide technology based intervention with SM5 and Accelerated Math	5D.1. SIT, ESE Department, Administration	5D.1. Review of student data reports from SM5 and AM	5D.1. SM5 data reports and AM reports
<u>Mathematics Goal</u> #5D: Decrease the number of students with disabilities who do not make satisfactory progress in math by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	78%(39/50)	68%(28/42)	5D.2. none	5D.2. Strengthen instructional practices through the use of manipulatives and math stations	5D.2. SIT, ESE Department, Administration	5D.2. Review of student performance data during AP planning sessions	5D.2. Student performance data (grades, DE)
			5D.3. Costs, training of teachers	5D.3. Implement alternative curricula (SRA Connecting Math, Saxon Math) in lieu or in conjunction with Go Math	5D.3. SIT, ESE Department, Administration	5D.3. Monitoring of student progress within alternative curricula	5D.3. Student performance data (Grades, DE, FCAT)

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Maintenance of Accelerated Math program, costs	5E.1. Provide technology based interventions with the use of SM5 and Accelerated Math	5E.1. SIT, grades 3-5 teachers, Administration	5E.1. Review and analyze reports from SM5 and AM	5E.1. SM5 reports and AM data reports
Mathematics Goal #5E: Decrease the rate of economically disadvantaged students not making satisfactory progress in math by 8%	<u>2012 Current Level of Performance:*</u> 58%(115/200)	<u>2013 Expected Level of Performance:*</u> 50%(101/201)					
			5E.2. none	5E.2. Provide instructional strategies supported by the School Improvement Plan through implementation of Panthers Count	5E.2. SIT, Instructional Staff	5E.2. Data analysis of DE data and MTSS progress monitoring data during AP planning sessions	5E.2. DE data and MTSS progress monitoring data
			5E.3. none	5E.3. Strengthen core content and instructional practices with the use of math manipulatives and math stations	5E.3. SIT, Instructional Staff	5E.3. Data analysis of DE data and MTSS progress monitoring data during AP planning sessions	5E.3. AP Planning Data

End of Elementary School Mathematics Goals

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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.
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	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.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.
<u>Mathematics Goal #2A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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.
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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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.

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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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012					
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. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:				
			3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			BE.1.	BE.1.	BE.1.	BE.1.	BE.1.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			BE.2.	BE.2.	BE.2.	BE.2.	BE.2.
			BE.3.	BE.3.	BE.3.	BE.3.	BE.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
Common Core Standards	Grades K-5 Mathematics	CCSS K-5 Staff Training Specialist	Grades K-5 Instructional Staff	Fall 2012 and Spring 2013	Administration, SIT, and CCSS K-5 Staff Training Specialist will monitor and provide further professional development as needed	Administration
MTSS Processes	Grades K-5 Mathematics	MTSS Leadership Team	Grades K-5 Instructional Staff	Monthly	Monthly Grade Level Meetings with Administration	Administration, MTSS Leadership Team, Guidance
Bay District Schools Math Framework (including Instructional Focus Calendars and District pacing Guides)	Grades K-5 Mathematics	K-5 Staff Training Specialist for Math	Grades K-5 Instructional Staff	Fall 2012	K-5 Staff Training Specialist for Math will meet with grade level chairs and Administration	Administration
Panthers Counts!	Grades K-5 Mathematics	Literacy Coach	Grades K-5 Instructional Staff	Fall 2012	Monthly Grade Level Meetings with Administration	School Improvement Team, Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Math	Program access, scanners, printer cartridges, scanning forms	Tommy Smith Elementary budget	\$2,000.00
			Subtotal:\$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Targeted students will attend lab on a regular basis	Lab Manager	Tommy Smith Elementary budget	\$14,000.00
			Subtotal:\$14,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study, Instructional Focus Calendars	Substitutes for Instructional Staff	Tommy Smith Elementary budget	\$500.00
MTSS Leadership Team Planning Days	Stipends for Leadership team	Tommy Smith Elementary budget	\$2340.00
			Subtotal:\$2,840.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Panthers Counts!	Paper copies, folders	Tommy Smith Elementary budget	
			Subtotal:0
			Total:\$18,840.00

End of Mathematics Goals

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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. Scheduling demands	1A.1. Continue to align curriculum and assessments with current standards through vertical and grade-level alignment	1A.1. SIT, Grade Level Chairs	1A.1. Mid-year and end of the year data from Discovery Education	1A.1. FCAT 2.0 Science and Discovery Education Science results
Science Goal #1A: 40% of fifth grade students will score a Level 3 on the FCAT Science Test as reported by the School Accountability Report (School Report Card).	<u>2012 Current Level of Performance:*</u> 38%(45)	<u>2013 Expected Level of Performance:*</u> 40%(45)					
			1A.2. Budgetary shortfalls in providing professional development opportunities	1A.2. Strengthen core content literacy through the Panthers Read! Program to increase student background knowledge and the increased use of common literacy strategies across the curriculum using higher text complexity of informational text.	1A.2. Instructional Staff	1A.2. Students will be assigned an “Article of the Week” to implement literacy strategies. Student responses will address vocabulary, reading application, analysis, and research process benchmarks for 3-5 and CCSS benchmarks for reading in K-2. The LLT will collect and analyze data for school-wide progress monitoring.	1A.2. Panthers Read! Data Discovery Education and FCAT 2.0 Reading results
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.Maintenance of science/technology lab	2A.1. . Implement Panthers Investigate! Program to develop science skills through direct experiences such as hands-on activities in science/technology lab,	2A.1. . School Improvement Team and Administration	2A.1. Review of Formative Assessments and progress monitoring results in in grade level meetings and Literacy Leadership Team meetings	2A.1. FCAT 2.0 Science and Discovery Education assessment period 3 results.
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
20% of fifth grade students will achieve Level 4 or 5 on the FCAT Science Test as reported by the School Accountability Report (School Report Card).	17%(20)	20%(22)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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

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Florida Alternate Assessment High School Science Goals

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

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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology I EOC Goals

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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
Panthers Investigate! Integrating Science Across the Curriculum	K-5 Science	Literacy Coach	K-5 Instructional Staff	Quarterly	Weekly Grade Level Meetings with Literacy Coach	Administration, Literacy Coach, Grade Level Chairs

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0



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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. . Need/expense for staff development in selected writing programs.	1A.1. Use SMILE writing program in 3rd and 4th grades	1A.1. 3rd and 4th grade level writing teams	1A.1. Data Analysis of 2012 FCAT Writing scores, formative assessments through SMILE program and Harcourt mid-year results	1A.1. Writing Rubrics and Harcourt Assessment and FCAT 2.0 Writing results
Writing Goal #1A: 85% of 4 th grade students will score a 3 or higher on FCAT Writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64%(75)	85%(77)					
			1A.2. Need/expense for staff development in selected writing programs.	1A.2.I implementation of High Performance Writing for 1st and 2nd grades	1A.2. . 1st and 2nd grade level writing teams	1A.2. Data Analysis of formative assessment through High Performance Writing and Harcourt mid-year results	1A.2. End of the Year Harcourt writing results
			1A.3. Need/expense for staff development on FCAT 2.0 Writing Calibration process	1A.3. Implementation of Panthers Write! Program to increase student’s background knowledge and provide formal opportunities for students in expository and narrative writing on a quarterly basis	1A.3. Instructional Staff and Literacy Leadership Team	1A.3. Use FCAT 2.0 Writing Calibration process to formatively assess students’ expository and narrative writing in 3rd – 5th grade	1A.3. Harcourt Assessment and FCAT 2.0 Writing results
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
Writing Assessment Calibration Process	Grades 3-5 Writing	Literacy Coach	Grades 3-5 Instructional Staff	Fall 2012	Literacy Leadership Team and Grade Level Meetings	Literacy Leadership Team and Administration
Panthers Write! PLC	Grades K-5 Writing	Literacy Coach	Grades K-5 Instructional Staff	Monthly	Grade Level Meetings and Faculty Meetings	Literacy Leadership Team and 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
			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
Panthers Writes! Program	Grade appropriate paper for quarterly writing activities	Tommy Smith Elementary budget	\$100.00

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	Subtotal:\$100.00
	Total: \$100.00

End of Writing Goals



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

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

Civics Professional Development

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

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

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

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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.Mobility rate, economics, population shift	1.1.Continue implementation of Tommy Smith Attendance Buck Program	1.1. PBS Leadership Team, teachers, guidance	1.1 Analysis of attendance data at monthly PBS meetings	1.1.Attendance data analysis
Attendance Goal #1: Continue to decrease the number of students with excessive absences (10 or more) by 2%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	95%	97%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	36%(243)	34%(230)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	14%(98)	12%(81)					
			1.2. Mobility rate, economics, population shift	1.2. Implement Breakfast pass system to monitor tardies	1.2.Administration, PBS Leadership Team	1.2. Analysis of tardy data at monthly PBS meetings	1.2. Tardy data analysis
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)		Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension		I.1. Lack of personnel and time constraints to implement Tier II strategies, scheduling demands.	I.1.Utilize school-wide PBS model to develop more formal tier II interventions for behavior	I.1.PBS team, Administration, Guidance	I.1.Analysis of discipline data monthly by PBS team	I.1.RtIB database	
Suspension Goal #1: Decrease the number of out of school suspensions by 10 events.	2012 Total Number of In-School Suspensions						2013 Expected Number of In-School Suspensions
	Not applicable						Not applicable
	2012 Total Number of Students Suspended In-School						2013 Expected Number of Students Suspended In-School
	Not applicable						Not applicable
	2012 Total Number of Out-of-School Suspensions						2013 Expected Number of Out-of-School Suspensions
	40						30
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
25	20						
		I.2. Cultural attitude differences between home and school environments	I.2 Implement mentoring programs targeting males	I.2.PBS team, Administration, Guidance, Teachers	I.2.Analysis of individual student data	I.2.RtIB database	
		I.3.	I.3.	I.3.	I.3.	I.3.	

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide PBS, Implementation of Tier II interventions	All	PBS Team, Guidance, Administration	School-wide	January 2013, monthly PBS meetings, data chats, RtI meetings	Analysis of discipline data using RtIB database, analysis of students progress in formal Tier II for behavior	PBS Team, RtI Team, Administration, Guidance
Boys in Crisis Book Study	All	Administration	School-wide	April, 2013	Staff Survey	Administration

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
Implement SS Grin	Tier II Social Skills Curriculum		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Boys in Crisis	Tommy Smith Elementary budget	\$450.00
			Subtotal:\$450.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$450.00

End of Suspension Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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			1.1.Economics, transportation, scheduling demands	1.1.Utilizing contact logs, teachers will make contact with each parent/family, at least one time during the school year.	1.1.School Improvement Team, Grade Chairs	1.1. Analysis of parent contact log information	1.1.Teachers' parent contact logs
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Increase the number of parents volunteering and participating in school events by 25%(250)	1000	1250					
			1.2.Economics, transportation, scheduling demands	1.2.Offer quarterly incentives for parents who attend parent events.	1.2.School Improvement Team	1.2.Climate survey results, parent feedback	1.2.Sign in sheets, Raptor
			1.3.Economics, scheduling demands, transportation	1.3.Increase the number of "new" events to offer families.	1.3.All Leadership Teams	1.3.Climate survey results, parent feedback	1.3.Sign in sheets, Raptor

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

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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
Quarterly incentives for parents	Gift cards, prizes	PTO	\$500.00
			Subtotal:\$500.00
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:\$500.00

End of Parent Involvement Goal(s)

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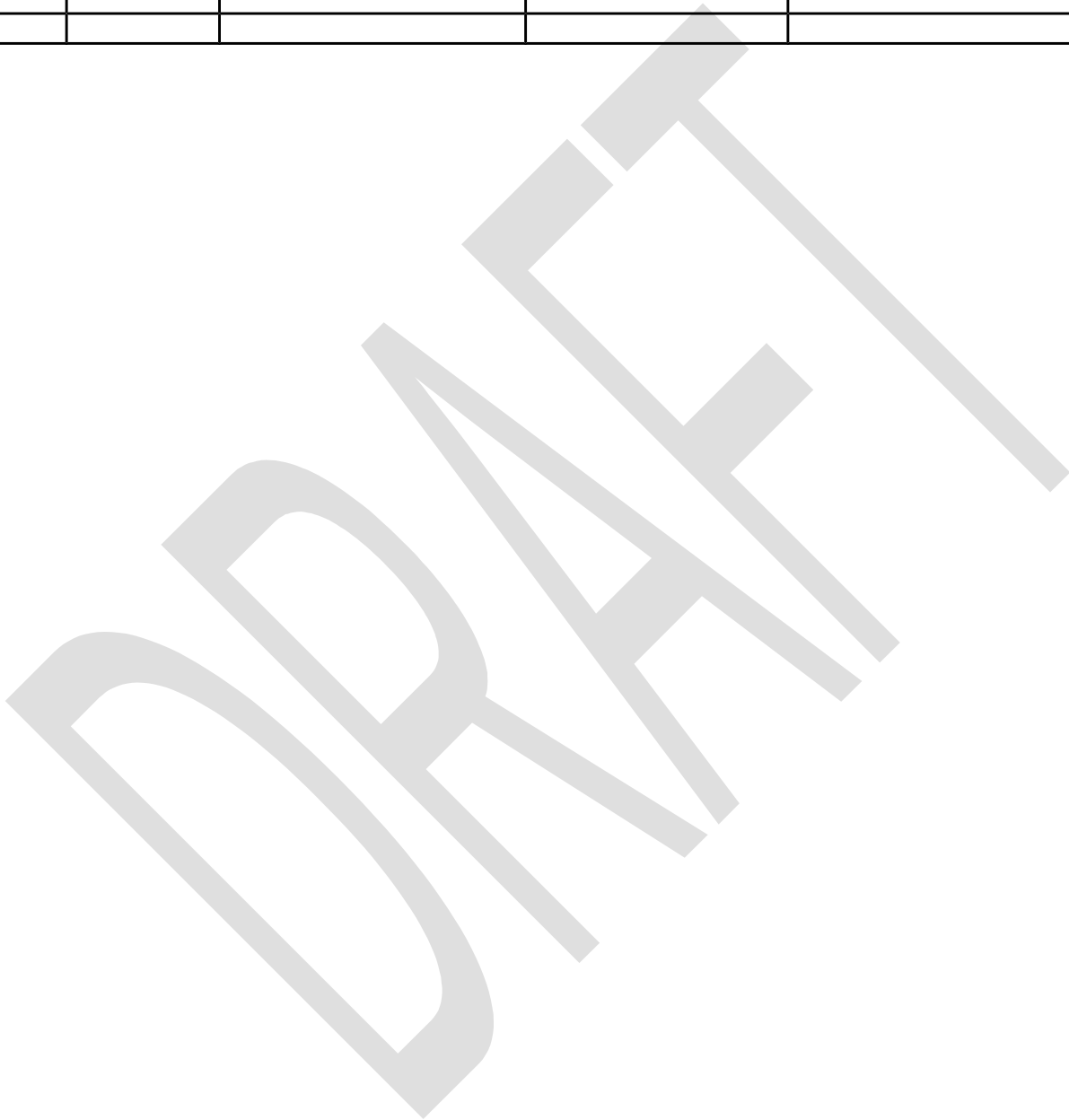
Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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: Strengthen core content literacy through school improvement initiatives resulting in increase performance in Math and Science FCAT 2.0.	1.1. Budgetary shortfalls in providing professional development in this area	1.1. Strengthen core content literacy through the Panthers Read! Program to increase student background knowledge and the increased use of common literacy strategies across the curriculum using higher text complexity of informational text.	1.1. Literacy Leadership Team and Grade Level Chairs	1.1. Instruction on The 10 Literacy Commandments will be provided daily. Students will be assigned an "Article of the Week" to implement those skills. Student responses will address vocabulary, reading application, analysis, and research process benchmarks for 3-5 and CCSS benchmarks for reading in K-2. The LLT will collect and analyze data for school-wide progress monitoring.	1.1. Lesson Plans, Panthers Read! Assessment data
	1.2. Maintenance of science/technology lab	1.2. Implement Panthers Investigate! Program to develop science skills through direct experiences such as hands-on activities in science/technology lab	1.2. School Improvement Team and Administration	1.2. Review of Formative Assessments and progress monitoring results in in grade level meetings and Literacy Leadership Team meetings	1.2. FCAT 2.0 Science and Discovery Education assessment period 3 results.
	1.3. Need for critical analysis of performance data	1.3. Implement the Panthers Count! program within the Bay District Schools Math Framework to include differentiation of small groups and scaffolding, departmentalization of math strands and intervention blocks.	1.3. Administration and Instructional Staff	1.3. Data Chats and Grade Level Meetings	1.3. FCAT, Harcourt, Discovery Education Assessments

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

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$0

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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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)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or 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

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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:\$4,440.00
CELLA Budget	Total:0
Mathematics Budget	Total:\$18,840.00
Science Budget	Total:0
Writing Budget	Total:\$100.00
Civics Budget	Total:0
U.S. History Budget	Total:0
Attendance Budget	Total:0
Suspension Budget	Total:\$450.00
Dropout Prevention Budget	Total:0
Parent Involvement Budget	Total:\$500.00
STEM Budget	Total:0
CTE Budget	Total:0
Additional Goals	Total:0
	Grand Total:\$24,330.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- 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.
Monitor the School Improvement Plan process, provide input to Administration and Leadership Teams in the areas of core curriculum, school climate, and parent involvement.

Describe the projected use of SAC funds.	Amount
Projected use for the SAC funds are to support the main School Improvement initiatives of Panthers Read!, Panthers Count!, Panthers Write!, and Panthers Investigates!	