

# 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: Saint Clair Evans Academy	District Name: Duval
Principal: Shana Adams	Superintendent: Ed Pratt-Dannals
SAC Chair: Iva Smith	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.

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)
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Principal	Shana Adams	BA Elementary Education K-12, University of North Florida Masters of Education Jacksonville University-Ed. Leadership K-12	3	10	<p>Principal 2011-2012-2<sup>nd</sup> year at Saint Clair Evans. Reading Mastery 38%, Math Mastery 48%, Science Mastery 25%, Writing 83%. Reading gains 64% and Math gains 69%, Bottom quartile in reading and math was 74% each.</p> <p>Principal 2010-2011. First year at Saint Clair Evans Academy, school grade rose from a C to a B. The school made AYP for the first time. Reading Mastery 51%, Math Mastery 64%, Science Mastery 30%. AYP 100%</p> <p>Principal Brookview Elementary in 2009-10 Grade A, Reading Mastery 78%, Math Mastery 86%, Science Mastery 58%, AYP % 92 2008-09 Grade A, Reading Mastery 84%, Math Mastery 87%, Science Mastery 45%, AYP 100%, 2007-08 Grade A, Reading Mastery 85%, Math Mastery 86%, Science Mastery 51%, AYP 95%,</p>
Assistant Principal	Greg Dunnington	BA Education-Social Sciences 6-12 Fairmont State: Masters of Education UNF-Ed. Leadership K-12	8	22	<p>Assistant Principal 2011-2012-8<sup>th</sup> year at Saint Clair Evans. Reading Mastery 38%, Math Mastery 48%, Science Mastery 25%, Writing 83%. Reading gains 64% and Math gains 69%, Bottom quartile in reading and math was 74% each.</p> <p>Assistant Principal 2010-2011 Seventh year at Saint Clair Evans Academy, school grade rose from a C to a B. The school made AYP for the first time. Reading Mastery 51%, Math Mastery 64%, Science Mastery 30%. AYP 100%</p> <p>Vice Principal 2009-2010-Grade C, Reading 49%, Math 55%, Science 20%, Gains Reading 46%, Math gains 64%, AYP 87%. 2008-2009-Grade D, Reading 55%, Math 40%, Science 7%, AYP 77%, 2007-2008 Grade C, Reading 48%, Math 44%, Science 28%, AYP 92%</p>

**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 Coach	Evascette Green	Professional Educator: Elementary Education K-6	3	3	2011-2012 2 <sup>nd</sup> year as Reading Coach. Grade C, Reading Mastery 36%, Learning gains 64%, Lowest 25 74%, Writing 83%.  2010-2011 First full year Reading Coach. Grade B, Reading Mastery 51%, Learning Gains 60%, Lowest 25 68% 100% met AYP. 2008-2010: moved 40% of her bottom quartile to proficient. 77% overall gains. Received MAP pay two years in a row from a Challenged School. Part of a team that moved Ribault Middle from a D grade to a B grade.
Math Coach	Donneise Thompson	Professional Educator: Elementary Education K-6	3	3	2011-2012 2 <sup>nd</sup> year as Math Coach. Grade C, Math Mastery 48%, Learning Gains 69%, Lowest 25 74%.  2010-2011 First full year Math Coach. Grade B, Math mastery 64%, Learning Gains 80%, Lowest 25 88%. 100% met AYP 2008-2010: proficient scores were 77%-2009 and 88% in 2010. Gains scores were at 90% both years.
Science and Writing	Javaro Giles	Professional Educator:  Elementary Education K-6	5	1	2012-2013 1 <sup>st</sup> year as Instructional Coach. Assignment was based upon the following FCAT results from previous years.  2011-2012 61% proficient reading, 82% proficient math, 79% writing, 83% reading gains, 98% math gains, 88% bottom quartile reading, 100% bottom quartile math. 2010-2011 75% proficient reading, 87% proficient math, 87% writing, 75% reading gains, 82% math gains, 100% bottom quartile reading and math.

**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. Regularly scheduled meetings of new teachers with PDF and Administration.	Principal and PDF	Ongoing
2. Partner new teachers with veteran staff for mentoring.	Instructional Coaches and Administration	Ongoing
3. Establish a working environment of trust, commitment, and teamwork. Training on building relationships.	Administration and Leadership Team	Pre-planning and Ongoing
4. Interview multiple candidates for vacant positions in order to select best possible person.	Administration and Leadership Team	Ongoing as positions become available.
5. Provide meaningful professional development that strengthens instructional practice.	Administration and Leadership Team	Ongoing.
6. New teachers participate in the district's MINT program that provides continued support, professional development and mentoring.	Administration , PDF and Leadership Team	Ongoing



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30	13 % (4)	37 % (11)	47 % (14)	3% (1)	27 % (8)	90 % (27 )	0	0	27 % (8)
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***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
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Samantha Dixon	Lindsay LaFontaine	Ms. LaFontaine is a beginning teacher from UNF assigned to 2 <sup>nd</sup> grade. Ms. Dixon is the grade level chair as well as the model classroom for 2 <sup>nd</sup> grade.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.
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<p>Meshellia Hughes</p>	<p>Beth McQueen</p>	<p>Ms. McQueen is new to Saint Clair Evans Academy although she has teaching experience at private schools. She is currently assigned to 3<sup>rd</sup> grade. Ms. Hughes is a veteran 3<sup>rd</sup> grade teacher who had the highest % of proficiency on the grade level.</p>	<p>Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.</p>
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<p>Monea Brantley</p>	<p>Verlina Mobley</p>	<p>Ms. Mobley is a beginning teacher assigned to 1<sup>st</sup> grade. Ms. Brantley is the grade level chair. Ms. Brantley is an experienced Instructional Coach. As a classroom teacher, her students consistently out-performed those on her grade level.</p>	<p>Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.</p>
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<p>Sonja Sams</p>	<p>Katrina Thomas</p>	<p>Ms. Thomas is a beginning teacher from UNF assigned to 3<sup>rd</sup> grade. Ms. Sams is the graded level chair as well as a model classroom for Saint Clair Evans. Her scores were the highest % on the grade level.</p>	<p>Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.</p>
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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.

<p>Title I, Part A</p> <p>Title I funds are used for additional teachers and support staff to meet the needs of our students. Supplemental Educational Services provide after school tutoring opportunities for all students at Saint Clair Evans Academy. Educational resources and materials are available through these funds.</p> <p>Title I Parent Involvement, totally approximately \$4100.00 will be used to provide parents and community members with meaningful training and workshops on standards-based instruction throughout the year. Funds are utilized to purchase supplies and materials for the Parent Center, to pay for catering of parent events, and to provide materials for parent take-home activities.</p>
<p>Title I, Part C- Migrant</p> <p>N/A</p>
<p>Title I, Part D</p> <p>N/A</p>
<p>Title II</p> <p>N/A</p>
<p>Title III</p> <p>N/A</p>
<p>Title X- Homeless</p> <p>N/A</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>SAI Funds are used to operate Saturday School during February, March, and April prior to FCAT Administration. Saint Clair Evans focuses on intensive instruction in reading, math, science, and writing during these selected morning sessions throughout the three month period. The school targets our three subgroups.</p>

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Violence Prevention Programs
Saint Clair Evans offers Character Education in all grades, focusing on being responsible for self. Foundations program provides a framework for an overall safe and civil school. Champs implementation in the classroom provides the necessary tools for positive classroom management.
Nutrition Program
Saint Clair Evans participates in the Breakfast in the Classroom program. Our large percentage of free and reduced lunch students allows us to provide a nutritional breakfast to all students each day.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Administration: Principal and Assistant Principal model the school vision of using data to make decisions, ensure that RtI is implemented, provide professional development for staff to support RtI, require intervention support for students with documentation, and communicate with parents regarding the RtI process.

RtI Facilitator: Member of the school leadership team, acts as liaison for implementation of RtI at the school level, receives ongoing RtI training and presents information to the school; provides direct intervention services to an identified group of students and tracks student progress; guides the school in using data to make decisions about interventions and strategies that support RtI.

General Education Teacher: Student data collection, provide staff with core instruction information, coordinated Tier 1, Tier 2, and Tier 3 instruction/intervention materials for implementation of student activities and collaborates with staff on problem solving.

ESE Teacher: Student data collection, determines if further assessment is necessary, collaborate with general ed. teachers through inclusion, facilitation or consultation; coordinates instruction/activities/materials for Tier 2 and Tier 3 students.

Instructional Coaches and Reading and Math Interventionists: Develop, lead, evaluate school content standards/programs; provide support for assessments, guide the K-5 reading plan, provide professional development for instruction, intervention and support of RtI, data collection and analysis, assists screening programs that provide early intervening services for children considered “at risk”, supports the implementation for Tier 1, Tier 2, Tier 3 intervention plans.

Guidance Counselor: Coordinate child-serving and community agencies to the school and families. Supports student academic, emotional, behavioral and social success; provides consultation services to general ed. and Students with Disabilities teachers, parents, and administration; conducts direct observation of student behavior.

Foundations Team Chair: Provides information about school-wide and classroom behavior curriculum and instruction; participates in behavioral data collection; collaborates with staff to implement behavioral interventions.



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

The Leadership Team will focus on getting the “best” from the students, staff, and community. Academic and behavioral questions to consider are:

- What do we expect the students to learn?
- How do we know they have or have not learned what was expected?
- What will we do when they do or don't learn?
  
- What evidence do we have to support our responses to these questions?

During weekly meetings, the team will discuss the effectiveness of Reading, Math, Science, and Writing instruction based upon student data and classroom observations. Students meeting/exceeding expectations, at moderate risk or at high risk for not meeting benchmarks will be identified through the analyzing of grade level data. Base upon this information, professional development needs, instructional adjustments, or resource availability will be discussed. The priority will be to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The goal is to build consensus on the decision making process.

Each grade level will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier I core instruction and continuing through Tier 2 supplemental instruction/intervention.

- Identifying and analyzing systematic patterns or student need.
- Identifying appropriate evidence-based differentiation and intervention strategies.
- Implementing and overseeing progress monitoring.
- Analyzing monitoring data and determining next steps.

For the most intensive interventions at Tier 3 in the 2012-2013 school year, the current RtI structure will be used collaboratively with the building of instructional teams to provide classroom support for students.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The Building Leadership Team leads the faculty in the review of the data and with input from the school's instructional teams. The development of the initial draft of the School Improvement Plan utilizes the template provided by the DOE. Problem solving strategies are utilized to analyze student data. Concerns are identified. Interventions and strategies are developed to address instructional and achievement needs in order to meet the goals of the School Improvement Plan. The draft SIP reviewed by the School Advisory Council for recommendations. The Leadership Team finalizes the plan.

**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.

Baseline Data: Aug. Diagnostic (Summative), FAIR, Progress Monitoring and Reporting System (PMRN), DRA, Sept. Benchmark Test, Previous year FCAT.

Progress Monitor: PMRN, Core Reading Assessments, PMA'S, FCAT Explorer, Success Maker, Florida Achieves, District Writing Prompts.

Mid Year: Dec. Benchmark Test, FAIR, DRA, Grade Level Scrimmages, District Writing Prompts, Content Area PMA.

End of Year: February Benchmark Test, 2013 FCAT, FAIR, DRA, District Writing Prompts, Success Maker, Content Area PMA, SAT 10.

Frequency of Data: Analysis twice a month during Early Release Training days.

Behavior tracking is done through the grade levels. Frequency of infractions, locations, and times of day are studied through our Foundation Team. Possible solutions and interventions are discussed and developed. Genesis will provide student information regarding attendance, referrals, and suspensions. Person Inform manages student academic performance data throughout the year.

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Describe the plan to train staff on MTSS.

The MTSS/RtI Leadership Team will participate in district level training. The Team utilizes district information and materials to train the school community. Early release days, planning days, grade level meetings, as well as resource time will be dedicated to staff development.

Describe the plan to support MTSS.

- Support is provided by the Administration in terms of personnel needed for the system to be successful.
- Release time for teachers to participate in selected meetings.
- Securing a building location as a consistent meeting place.
- Provide relevant professional development to stay abreast of the most current trends in education.
- Selection of dedicated team members whose work is for the good of the school with student's best interest in mind.
- Purchase necessary resources that contribute directly to the school's success.

***Literacy Leadership Team (LLT)***

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is led by the Administration, Reading Interventionist, Writing Coach, and Reading Coach. Each grade level will have one representative as part of the Team to serve as decision makers about the curriculum practices in reading and writing. The focus is “best practices” that improve reading and writing performance for all students

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

The district’s reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporated strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading. In support of the district’s reading goals and our school based reading goals, we have established a literacy team to assist with aligning the DCPS Comprehensive K-12 Reading Plan with the School Improvement Plan. Team members review current and longitudinal data to ensure the successful implementation of the proven research based strategies to support reading instruction.

The Literacy Team assesses faculty professional development needs and formulates plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across all content and grade levels. Next steps are established to improve reading achievement for all students.

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

The major initiative is to raise the proficiency numbers in Reading on the state assessment. Our goal is reduce the non-proficient numbers in all sub-groups of students in grades 3, 4, and 5 by 10% in order to qualify for “safe harbor” in the school grading process. In primary grades, FAIR assessments, DRA, and PMA’s from the core curriculum will be targeted for improvement throughout the school year.

Specific professional development for the staff will include: Effective Guided Reading, Instructional Rigor and High Order Questioning, Differentiated Instruction, Using Data to Drive Instruction, value of the anchor lessons, and unpacking benchmarks. These activities will be part of Early Release Days, planning days, grade level meetings, coaching/modeling support, lesson study groups, and faculty meetings.

***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.

Saint Clair Evans Academy has two Pre-Kindergarten classes for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title I money. The program has stringent guidelines and procedures to equip students with the necessary skills for Kindergarten. Currently there are 18 students in each class. Parents and students must adhere to the Pre-K policies to stay active in the program. Students who attend are expected to master the Pre-K objectives of academic and social growth.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide screening of each child's readiness for kindergarten. The FLKRS includes subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention if needed.

Saint Clair Evans Academy will schedule a series of workshops and informal meetings for preschool teachers whose students traditionally enter our school. The purpose of these sessions is to give those individuals the opportunity to discuss expectations, curriculum, and simple solutions to common classroom occurrences. In addition each of their preschool classes will be invited to our school during May to tour, meet the staff, and eat lunch in the cafeteria.

***\*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***

**June 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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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](#).

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		



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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1. Lack of instructional rigor that promotes high level thinking.</p>	<p>1A.1. From training during pre-planning, the faculty will include higher-order questioning in their daily lessons. Grade levels will develop “question banks” for periodic assessment.</p> <p>Incorporate Science reading material into the Literacy Block to develop informational text skills.</p> <p>Incorporate <b>Common Core</b> practices of Reading, Writing, and Speaking into the daily instruction.</p>	<p>1A.1. Administration and Instructional Coaches</p>	<p>1A.1. Lesson plan review. Classroom visits. Informal observations, conversation with students</p>	<p>1A.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plan and assessment review</p>		
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 25% of the students will achieve a Level 3 Reading Mastery on the 2013 FCAT.</p>							
	23% (45 of 195 students)	25% (52 of 209 students)					
		IA.2. Difficulty getting all benchmarks covered prior to the state assessment.	IA.2. Develop a Content Focus Calendar to ensure heavily tested benchmarks are covered thoroughly prior to FCAT	IA.2. Grade Level Chair and Instructional Coaches	IA.2 Administration will monitor through informal classroom observations or walkthroughs. Review the learning schedule against the Focus Calendar..	IA.2. Core Reading assessments, FAIR assessments, Benchmark Tests, PMA's from the core curriculum. Success Maker and Florida Achieves.	
		IA.3. Analysis of student work.	IA.3. Provide training in data analysis from a variety of assessments	IA.3. Administration and Instructional Coaches	IA.3. Review all assessment data to ensure that students are being introduced to high order questions	IA.3. FAIR, Benchmark, PMA's from core curriculum	
<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>N/A We do not anticipate any students on the Alternate Assessment</p>							
	<p><i>Enter numerical data for current level of performance in this box 0 students in this category</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Maintaining a high level of performance from Level 4 and 5 students	2A.1. From training during pre-planning, the faculty will include higher-order questioning in their daily lessons.	2A.1. Administration and Instructional Coaches	2A.1. Lesson plan review. Classroom visits. Informal observations, conversation with students	2A.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plans review.		
<p><u>Reading Goal #2A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 17% of the students will achieve a Level 4 or 5 Reading Mastery on the 2013 FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	13 % (25 of 195 students)	17% (35 of 209 students)					

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		2A.2.	2A.2. Develop "Strive for Five" student focus groups from our highest performers. Provide enrichment activities that will ensure a comfort level on rigorous tasks.	2A.2. Instructional coaches and Interventionists	2A.2. Assessment data from moderate and high complexity questions. Student survey to determine value of program	2A.2. FCAT Reading-State Assessment	
		2A.3.	2A.3. Ensure a rigorous curriculum for high performing students.	2A.3. Administration Grade Level Chair Classroom Teacher	2A.3. Assessment Data, comfort level of individual students with rigorous tasks.	2A.3. Differentiated activities documented within lesson plans.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u>  <i>Enter narrative for the goal in this box.</i>  N/A We do not anticipate any students on the Alternate Assessment	<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. 0 students in this category.</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.	



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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		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p>	<p>3A.1. Maintaining the momentum of the Level 3, 4, and 5 students. At the same time, ensuring at least a year's growth from lower achieving students</p>	<p>3A.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Establish RtI block within the instructional day for additional instruction.</p>	<p>3A.1. Administration, Instructional Coaches, Classroom Teacher</p>	<p>3A.1. Administrators will review student conference logs during classroom visits.</p>	<p>3A.1. Randomly select students, then ask about instructional conferences with their teacher</p>		
<p><u>Reading Goal #3A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 4 and 5, 70% of the students will achieve learning gains in Reading on the 2013 FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	64% (84 of 131 students)	70% (120 of 172 students)					
		3A.2.	3A.2. Students will participate in tutorial programs available at school. Team Up and SES.	3A.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	3A.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.	3A.2. Formal and informal assessments to determine progress in areas of need	
		3A.3.	3A.3. Media Resource class will support school reading program by teaching reading strategies	3A.3. Instructional Coaches	3A.3. Administrative walkthrough, observations, lesson plans.	3A.3. Core Reading assessments, scrimmages, Success Maker, and Florida Achieves.	
		3A.4.	3A.4. Reading Interventionist will provide additional instruction to lower performing students.	3A.4. Reading Interventionist.	3A.4. Analyze student work.	3A.4. Performance data from selected students.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</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>							
N/A We do not anticipate any students on the Alternate Assessment							



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	<i>Enter numerical data for current level of performance in this box. 0 students in this category</i>	<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		
<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1. Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment.</p>	<p>4A.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for additional instruction.</p>	<p>4A.1. Administration, Instructional Coaches, Classroom Teacher, ESE Inclusion Teachers.</p>	<p>4A.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity.</p>	<p>4A.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement.</p>		

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Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 79% of the students in the bottom quartile will achieve learning gains in Reading on the 2013 FCAT.</p>							
	74% (24 of 33 students)	79% (26 of 33 students)					
		4A.2.	4A.2. Students will participate in tutorial programs available at school. Team Up and SES.	4A.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	4A.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction	4A.2. Formal and informal assessments to determine progress in areas of need	
		4A.3.	4A.3. Media Resource class will support school reading program by teaching reading strategies	4A.3. Instructional Coaches	4A.3. Administrative walkthrough, observations, lesson plans.	4A.3. Core Reading assessments, scrimmages, Success Maker, and Florida Achieves.	
		4A.4	4A.4 Identify bottom quartile and develop small group instruction teams.	4A.4 Reading Interventionist and ESE Teacher	4A.4 Analyze student work	4A.4. Student performance data.	
<p><b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b></p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>N/A We do not anticipate any students on the Alternate Assessment</p>							
	<i>Enter numerical data for current level of performance in this box. No students in this category</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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data</b>  <b>2010-2011</b>  <u>33%</u>	■ <b>36</b>	■ <b>44</b>	■ <b>50</b>	■ <b>55</b>	■ <b>61</b>	■ <b>67</b>
<u>Reading Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>  <b>Saint Clair Evans will continue to reduce the achievement gap by the prescribed amounts each year.</b>							
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		

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<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. White:  Black: Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.  Hispanic:  Asian:  American Indian:</p>	<p>5B.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for additional instruction.</p>	<p>5B.1. Administration, Instructional Coaches, Classroom Teacher, Reading Interventionist, ESE Inclusion teachers.</p>	<p>5B.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity.</p>	<p>5B.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement</p>		
<p><u>Reading Goal #5B:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p><b>In grades 3-5, 42% of the students will make satisfactory progress in Reading on the 2013 FCAT.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:  Black: 36% reading mastery  Hispanic:  Asian:  American Indian:</p>	<p>White:  Black: 42% reading mastery  Hispanic:  Asian:  American Indian:</p>					
		<p>5B.2.</p>	<p>5B.2. Students will participate in tutorial programs available at school.</p>	<p>5B.2. Administration, Classroom teacher, SES Coordinator, TEAM Up</p>	<p>5B.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction</p>	<p>5B.2. Formal and informal assessments to determine progress in areas of need</p>	



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		5B.3.	<p>5B.3. Media Resource class will support school reading program by teaching reading strategies</p> <p>Review common assessments to identify instructional needs. Plan differentiated instruction</p> <p>Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work</p> <p>Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student</p>	<p>5B.3. Administration and Instructional Coach</p> <p>RtI Team</p>	<p>5B.3. Administrative walkthrough, observations, lesson plans.</p> <p>Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks.</p>	<p>5B.3. Core Reading assessments, scrimmages, etc</p> <p>FAIR, Benchmarks, PMA's from core curriculum.</p>	
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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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u>  <i>Enter narrative for the goal in this box.</i>  N/A	<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. No students in this category</i>	<i>Enter numerical data for expected level of performance in this box. No students in this category</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		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment.</p>	<p>5D.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day.</p>	<p>5D.1. Administration, Instructional Coaches, Classroom Teacher, ESE Inclusion Teacher, Reading Interventionist.</p>	<p>5D.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity</p>	<p>5D.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement</p>		
<p><u>Reading Goal #5D:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 25% of Students with Disabilities will make satisfactory progress in Reading on the 2013 FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11% (2 of 17 students) Reading Mastery</p>	<p>25% (5 of 20 students) Reading Mastery</p>					

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	-	5D.2.	5D.2. Students will participate in tutorial programs available at school	5D.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	5D.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.	5D.2. Formal and informal assessments to determine progress in areas of need.	
		5D.3.	5D.3. Media Resource class will support school reading program by teaching reading strategies.	5D.3. Instructional Coaches	5D.3. Administrative walkthrough, observations, lesson plans.	5D.3. Core Reading assessments, scrimmages, etc	
		5D.4.	5D.4. Review common assessments to identify instructional needs. Plan differentiated instruction  Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work  Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	5D.4. Administration and Instructional Coach  Administration and Instructional Coach  RtI Team	5D.4. Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks.  Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks  Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	5D.4. FAIR, Benchmarks, PMA's from core curriculum. Success Maker and Florida Achieves.	



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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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.	5E.1. Ensure that all students participate in the breakfast in classroom program. Encourage all parents to apply for the lunch program. Eliminate hunger as a barrier to learning.	5E.1. Cafeteria Manager Administration	5E.1. Observation of the Breakfast in the Classroom program. Observation of lunch program to ensure that all students get a meal.	5E.1. Daily breakfast logs. Lunch serving count.		
<u>Reading Goal #5E:</u>  <i>Enter narrative for the goal in this box.</i>  In grades 3-5, 42% of the students will make satisfactory progress in Reading on the 2013 FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	36% (71 of 195 students)	42% (88 of 209 students)					

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		5E.2.	5E.2. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day.	5E.2. Administration, Instructional Coaches, Classroom Teacher, Reading Interventionist, ESE Inclusion Teachers.	5E.2. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity	5E.2. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement	
		5E.3.	5E.3. Students will participate in tutorial programs available at school.  Media Resource class will support school reading program by teaching reading strategies  Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work  Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	5E.3. Administration, Classroom teacher, SES Coordinator, TEAM Up  Instructional Coaches and RtI Team	5E.3. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.  Administrative walkthrough, observations, lesson plans  Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks  Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	5E.3. Formal and informal assessments to determine progress in areas of need  Core Reading assessments, scrimmages, etc  FAIR, Benchmarks, PMA's from core curriculum.  Success Maker and Florida Achieves.	

**Reading Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)**

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



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**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 District Coaches	PD Participants (e.g., PLC, subject, grade level, or school-wide) Selected grade level participants.	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding Common Core State Standards	K-5	District Coaches	Selected grade level participants.	August 7, 2012	Review of grade level lesson plans	Administration
Using Data to Implement Common Core Standards	K-5	District Coaches	Selected grade level participants	August 8, 2012	Attend grade level meetings Using data from previous year, establish differentiated reading activities.	Reading Coach-Interventionist Administration
Grade Level Meetings— review Common Core Material	K-5	Administration	School-wide	August 9, 2012	Grade level minutes submitted.	Reading Coach-Interventionist Administration
		Academic Coaches			Common Core Questions to be answered by Dana Center Training	Reading Coach-Interventionist
CAST Assessment System	K-5	Grade Level Chair Administration	School-wide	August 13, 2012	Classroom Observations and Evaluations	Administration
Common Core with Dana Center-University of Texas  Understanding the Format Vertical Articulation Instructional Alignment	K-5	Joseph Gallegos	School-wide	August 14, 2012	Lesson Plan Review	Administration
					Grade Level Minutes	Reading Coach-Interventionist
					Classroom Instruction	Grade Level Chair
District Literacy Workshops	K-5	District Coaches	Selected grade level participants	August 15, 2012	Classroom Observations	Classroom Teachers
					Evaluations	Reading Coach
Preparing a Data Driven Room	K-5	Administration	School-wide	August 16, 2012	Print out reports from Inform-Prepare to roll out anchor lessons, set up documentation for Differentiated Instruction.	Interventionist
		Academic Coaches				Grade Level Chair Administration
Pearson Assessments, Inform, and Limelight Data Collection Procedures	K-5	Administration	School-wide	Sept. 9, 2012	Print out reports	Interventionist Administration
		Academic Coaches				Establish Differentiated Instruction groups

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Success Maker	K-5	Jennifer Hill	School-wide	Oct. 3, 2012	FCAT Data, pull reports, student time on task	Administration
Implementing Focus Calendar	K-5	Leadership Team	School-wide	Oct. 17, 2012	Classroom Focus Walks	Administration
Analyzing Benchmark Data Response to Intervention	K-5	RTI Team		Nov. 7, 2012	Classroom Focus Walks	Reading Coach-Interventionist Administration, RTI Team
Sharing Strategies that Work Insight and Inform	K-5	Behavior Specialist Melinda Bachelor	School-wide School-wide	Nov. 28, 2012	District Initiative	Administration
Collegial Conversations PLC	K-5	PLC	School-wide	Dec. 12, 2012	Classroom Observations/Focus Walks	Reading Coach Administration
Analyzing Winter Benchmark		Leadership Team				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
FCRR Center Resources		Title I	\$7000
Classroom Libraries	Leveled books and non-fiction informational text.	Title I	\$12,000
<b>Subtotal:\$19,000</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase technology in the classroom. Used for all subject content areas.	Media Carts, Docu Cams, Projectors, Speakers, etc.	Title I	\$12,000
<b>Subtotal:\$12,000</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core with Dana Center- University of Texas	Presentation by Joseph Gallegos—training for Reading, Math, and Writing.	Title I	\$5000
Understanding the Format			
Vertical Articulation			
Instructional Alignment			
<b>Subtotal:\$5000</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$36,000</b>			

*End of Reading Goals*

**June 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1.	1.1.	1.1.	1.1.	1.1.	
<b>CELLA Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  N/A	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	<i>Enter numerical data for current level of performance in this box N/A</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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	
<b>2. Students scoring proficient in reading.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>N/A</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>N/A</p>					
		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	
<b>3. Students scoring proficient in writing.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #3:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>N/A</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>N/A</p>					
		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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*



**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in mathematics.</b></p>	<p>1A.1. Lack of instructional rigor that promotes high level thinking.</p>	<p>1A.1. Monitor full implementation of the Math Investigation Curriculum and Envision supplemental material. Include rigorous instruction to promote critical thinking.</p> <p>Incorporate <b>Common Core</b> practices of Number, Measurement, Probability and Statistics, Geometry, and Algebra into daily instruction.</p>	<p>1A.1. Administration Math Coach, Math Interventionist, Classroom teachers.</p>	<p>1A.1. Review lesson plans, classroom observations, walkthroughs, student assignments and assessments.</p>	<p>1A.1. Focus walk checklist. Matching Learning Schedule to lesson plans</p>		
<p><u>Mathematics Goal #1A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 29% of the students will achieve a Level 3 Math Mastery on the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26% (50 of 195 students)</p>	<p>29% (60 of 209 students)</p>					

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		1A.2. Difficulty getting all benchmarks covered prior to the state assessment.	1A.2. Develop a math Instructional Focus Calendar to identify when benchmarks will be taught prior to FCAT. Emphasize the moderate and high complexity items.	1A.2. Grade level teachers and Math Coach	1A.2. Administration observations, review lesson plans, grade level meetings.	1A.2. Core Math assessments, Benchmark Tests, PMA's from the core curriculum. Success Maker and Florida Achieves.	
		1A.3. Analysis of student work	1A.3. . Provide training in data analysis from a variety of assessments.  1.4. Monitor daily instruction of Calendar Math Skills Block  1.5 Incorporate a Problem of the Day in FCAT format to the daily routine.  1.6 Math Mini Assessments-focus on Reporting Categories	1A.3. Administration and Instructional Coaches, Math Interventionist.  1.4. Administration and Math Coach  1.5 Grade level teachers and Math Coach.  1.6 Math Coach Administration	1A.3. Review all assessment data to ensure that students are being introduced to high order questions. 1.4. Administration observations, review lesson plans, student portfolios  1.5 Administration observations, review lesson plans, student portfolios  1.6 Analysis of scores. Differentiated Instruction to address areas of need.	1A.3. Benchmark Tests, PMA's from core curriculum. 1.4. Math Basic Skills assessments, PMA's from core curriculum. 1.5 Math Journals, PMA's of core curriculum, Benchmark Test. 1.6 Benchmark Tests, Core Math assessments	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Mathematics Goal #1B:</b>	<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>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<p><u>Mathematics Goal #1A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1. Maintaining a high level of performance from Level 4 and 5 students to ensure a year's growth as measured by the state assessment.	2A.1. From training during pre-planning, the faculty will include higher-order questioning in their daily lessons.	2A.1. Administration Math Coach	2A.1. Lesson plan review. Classroom visits. Informal observations, conversation with students	2A.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plans review.		
<p><u>Mathematics Goal #2A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 24% of the students will achieve a Level 4 or 5 on the 2013 FCAT Math.</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22% (44 of 195 students)	24% (49 of 209 students)					
		2A.2.	2A.2. Develop "Strive for Five" student focus groups from our highest performers. Provide enrichment activities that will ensure a comfort level on rigorous tasks.	2A.2. Administration Math Coach	2A.2. Assessment data from moderate and high complexity questions. Student survey to determine value of program.	2A.2. FCAT Math-State Assessment, Success Maker, Florida Achieves.	

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		2A.3.	2A.3. Ensure a rigorous curriculum for high performing students.	2A.3. Administration Grade Level Chair Classroom Teachers	2A.3. Assessment Data, comfort level of individual students with rigorous tasks.	2A.3. Differentiated activities documented within lesson plans.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	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>	<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>					
		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		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Maintaining the momentum of the Level 3, 4, and 5 students. At the same time, ensuring at least a year's growth from lower achieving students.</p>	<p>3A.1. Student conferences to be conducted following Core math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Establish RtI block within the instructional day for additional instruction.</p>	<p>3A.1. Administration and Math Coach, Grade Level Chair, Math Interventionist.</p>	<p>3A.1. Administrators will review student conference logs during classroom visits.</p>	<p>3A.1. Randomly select students, then ask about instructional conferences with their teacher.</p>		
<p><u>Mathematics Goal #3A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 4 and 5, 74% of the students will achieve learning gains on the 2013 FCAT Math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	69% (90 of 131 students)	74% (97 of 132 students)					
		3A.2.	3A.2. . Increase hands on activities and group activities to reinforce concepts	3A.2. Administration and Math Coach Classroom Teacher	3A.2. Grade level development of center activities. Classroom observations. Student surveys.	3A.2. Benchmark Test, PMA's from core curriculum, student journals, Success Maker, and Florida Achieves.	
		3A.3.	3A.3. Monitor the progress and revise instruction and interventions as dictated by student achievement. 3.4 Increase use of Success Maker software to close learning gaps. 3.5 Integrate Florida Achieves as an Rtl tool as well as a source of math rigor.  3.6  Math Interventionist provides additional instruction to lower performing students.	3A.3 Administration and Math Coach Grade Level Chair 3.4 Classroom teacher Math Coach Grade level chair 3.5 Grade Level Chair Classroom teacher Math Coach.  3.6  Math Interventionist	3A.3. List of interventions in the lesson plans. Differentiated activities 3.4 Improvement of student scores. Mastery of additional benchmarks 3.5 Improvement in all student scores  3.6  Analyze student work.	3A.3. Benchmark Test, PMA's from core curriculum, student journals. 3.4 Benchmark Test PMA from Core Curriculum Mini Assessments 3.5 Benchmark Test Mini Assessment PMA of Core curriculum  3.6  Performance data to determine effectiveness.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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>					
		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		
<p><b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1. Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment</p>	<p>4A.1. Student conferences to be conducted following Core Math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for additional instruction</p>	<p>4A.1. Administration, Instructional Coaches, Classroom Teacher, ESE Inclusion Teacher, Math Interventionist.</p>	<p>4A.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity.</p>	<p>4A.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement</p>		

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Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 79% of the students in the bottom quartile will achieve learning gains on the 2013 FCAT Math.</p>							
	74% (24 of 33 students)	79% (26 of 33 students)					
		4A.2.	4A.2. Students will participate in tutorial programs available at school. (SES, TEAM UP, individual teachers.	4A.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	4A.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.	4A.2. Formal and informal assessments to determine progress in areas of need.	
		4A.3.	4A.3. Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student  4.4 Identify bottom quartile and develop small group instruction teams.	4A.3. RtI Team   4.4 Math Interventionist and ESE Inclusion Teachers	4A.3. Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks  4.4 Analyze student work.	4A.3. Common Assessments, Math Navigator, scrimmages, Success Maker, Florida Achieves.  4.4 Student performance tasks.	

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





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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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011  43	■  48	■  53	■  57	■  62	■  67	■  72
<u>Mathematics Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>  Saint Clair Evans will continue to reduce the achievement gap by the prescribed amounts each year.							
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		

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<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White:  Black: Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.  Hispanic:  Asian:  American Indian:</p>	<p>5B.1. Student conferences to be conducted following Core math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for additional instruction.</p>	<p>5B.1. Administration, Instructional Coaches, Grade Level Chairs, Classroom Teacher, Math Interventionist, ESE Inclusion Teachers.</p>	<p>5B.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity. Attend grade level meetings to review next steps.</p>	<p>5B.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement. Review lesson plans and grade level minutes</p>		
<p><u>Mathematics Goal #5B:</u>  <i>Enter narrative for the goal in this box.</i>  In grades 3-5, 53% of the minority students will make satisfactory progress in Math on the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:  Black: 48% (93 of 195 students)  Hispanic:  Asian:  American Indian:</p>	<p>White:  Black: 53% (110 of 209 students)  Hispanic:  Asian:  American Indian:</p>					

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		5B.2.	5B.2. Students will participate in tutorial programs available at school. (SES, TEAM UP, Individual Teachers, Sat. School in the Winter.)	5B.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	5B.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.	5B.2. Formal and informal assessments to determine progress in areas of need
		5B.3	<p>5B.3.</p> <p>Review common assessments to identify instructional needs. Plan differentiated instruction</p> <p>5.4</p> <p>Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work</p> <p>5.5</p> <p>Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student</p>	<p>5B.3 Administration and Instructional Coach</p> <p>5.4 Administration and Instructional Coach, Grade Level Chairs</p> <p>5.5 Rtl Team</p>	<p>5B.3. . Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks</p> <p>5.4 Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks</p> <p>5.5 Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks</p>	<p>5B.3. Benchmarks, PMA's from core curriculum, scrimmages, Success Maker, Florida Achieves.</p> <p>5.4 Benchmarks, PMA's from core curriculum., Inform Reports.</p> <p>5.5 Benchmarks, PMA's from core curriculum</p>



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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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	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>	<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>					
		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		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment</p>	<p>5D.1. Student conferences to be conducted following Core Math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day.</p>	<p>5D.1. Administration, Instructional Coaches, Classroom Teacher, ESE Inclusion Teacher, Math Interventionist.</p>	<p>5D.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity</p>	<p>5D.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement</p>		
<p><u>Mathematics Goal #5D:</u>  <i>Enter narrative for the goal in this box.</i>  In grades 3-5, 35% of Students with Disabilities will make satisfactory progress in Math on the 2013 FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Enter numerical data for current level of performance in this box. 29% proficient (5 of 17)	Enter numerical data for expected level of performance in this box. 35% (7 of 20 students)					
	—	5D.2.	5D.2. . Students will participate in tutorial programs available at school.	5D.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	5D.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.	5D.2. Formal and informal assessments to determine progress in areas of need.	
		5D.3.	5D.3. Review common assessments to identify instructional needs. Plan differentiated instruction 5.4 Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work 5.5 Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	5D.3. Administration and Instructional Coach  5.4 Administration and Instructional Coach, Grade Level Chairs  5.5 RtI Team	5D.3. Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks. 5.4 Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks 5.5 Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	5D.3. Benchmarks, PMA’s from core curriculum  5.4 Benchmarks, PMA’s from core curriculum.  5.5 Benchmarks, PMA’s from core curriculum, Success Maker, Florida Achieves, Inform Reports.	





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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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1. Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.	5E.1. Ensure that all students participate in the breakfast in classroom program. Encourage all parents to apply for the lunch program. Eliminate hunger as a barrier to learning.	5E.1. Cafeteria Manager Administration	5E.1. Observation of the Breakfast in the Classroom program. Observation of lunch program to ensure that all students get a meal.	5E.1. Daily breakfast logs. Lunch serving count.		
<p><u>Mathematics Goal #5E:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 3-5, 53% of Economically Disadvantaged students will make satisfactory progress in math on the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	48% (93 of 195 students)	53% (110 of 209 students)					

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		5E.2.	5E.2. Student conferences to be conducted following Core math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day.	5E.2. Administration, Instructional Coaches, Classroom Teacher, Math Interventionist, ESE Inclusion Teacher.	5E.2. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity	5E.2. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement.	
		5E.3.	5E.3. Students will participate in tutorial programs available at school.  5.4 Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work  5.5 Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	5E.3. Administration, Classroom teacher, SES Coordinator, TEAM Up  5.4 Administration and Instructional Coach, Grade Level Chairs.  5.5 RtI Team	5E.3. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. 5.4 Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks  5.5 Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	5E.3. Formal and informal assessments to determine progress in areas of need  5.4 Benchmarks, PMA's from core curriculum., Success Maker, Florida Achieves  5.5 Benchmarks, PMA's from core curriculum, Inform Reports	

*End of Elementary School Mathematics Goals*

**Middle School Mathematics Goals**

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

Middle School Mathematics	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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<p><u>Mathematics Goal #1A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	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>	<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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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



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

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



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

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

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

<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:	<i>Enter numerical data for expected level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	





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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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	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>	<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>					
		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		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	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>	<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>					
	-	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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Middle School Mathematics Goals*

**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathematics Goals	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 student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:								
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.			
	Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						

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

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





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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		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3.1.	3.1.	3.1.	3.1.	3.1.		
<b>Mathematics Goal #3:</b>  <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>					
		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		

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

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

*End of Florida Alternate Assessment High School Mathematics Goals*

**Algebra 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]).

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Algebra 1 Goal #1:</b>  <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>					

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		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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

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

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



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

<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Algebra 1 Goal #3D:</b>	<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>					
		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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<b>Algebra 1 Goal #3E:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

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

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Geometry Goal #1:</b>  <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>					

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		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Geometry Goal #2:</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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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>					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	American Indian:					
		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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Geometry Goal #3C:</b>	<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>					
		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		

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<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<b>Geometry Goal #3D:</b>	<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>					
		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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<b>Geometry Goal #3E:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Geometry EOC Goals*

**Mathematics Professional Development**

**Professional Development (PD) aligned with**

**June 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

**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	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
Understanding Common Core State Standards for Math	K-5	PLC Leader District Coaches	Selected grade level participants.	August 7, 2012	Review of grade level lesson plans	Administration
Using Data to Implement Common Core Standards in Math	K-5	District Coaches	Selected grade level participants	August 8, 2012	Attend grade level meetings Using data from previous year, establish differentiated reading activities.	Math Coach-Interventionist Administration
Grade Level Meetings— review Common Core Material	K-5	Administration  Academic Coaches	School-wide	August 9, 2012	Grade level minutes submitted.  Common Core Questions to be answered by Dana Center Training	Math Coach-Interventionist Administration  Math Coach-Interventionist
CAST Assessment System	K-5	Grade Level Chair Administration	School-wide	August 13, 2012	Classroom Observations and Evaluations	Administration
Common Core with Dana Center-University of Texas	K-5	Joseph Gallegos	School-wide	August 14, 2012	Lesson Plan Review  Grade Level Minutes	Administration  Math Coach-Interventionist
Understanding the Format Vertical Articulation Instructional Alignment					Classroom Instruction  Classroom Observations	Grade Level Chair  Classroom Teachers
District Math Workshops	K-5	District Coaches	Selected grade level participants	August 15, 2012	Evaluations Report back in grade level meetings/minutes	Math Coach  Interventionist  Grade Level Chair

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Preparing a Data Driven Room	K-5	Administration	School-wide	August 16, 2012	Print out reports from Inform-Prepare to roll out anchor lessons, set up documentation for Differentiated Instruction.	Administration
		Academic Coaches				Math Coach
Pearson Assessments, Inform, and Limelight Data Collection Procedures	K-5	Administration	School-wide	Sept. 9, 2012	Print out reports	Interventionist Administration
Success Maker	K-5	Academic Coaches Jennifer Hill	School-wide	Oct. 3, 2012	Establish Differentiated Instruction groups FCAT Data, pull reports, student time on task	Math Coach Administration
Implementing Focus Calendar	K-5	Leadership Team	School-wide	Oct. 17, 2012	Classroom Focus Walks	Administration
Analyzing Benchmark Data Response to Intervention	K-5	RtI Team		Nov. 7, 2012	Classroom Focus Walks	Math Coach-Interventionist Administration, RtI Team
Sharing Strategies that Work Insight and Inform	K-5	Behavior Specialist Melinda Bachelor	School-wide School-wide	Nov. 28, 2012	District Initiative	Administration
Collegial Conversations PLC	K-5	PLC	School-wide	Dec. 12, 2012	Classroom Observations/Focus Walks	Math Coach Administration
Analyzing Winter Benchmark		Leadership Team				Leadership Team

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. Lack of instructional rigor that promotes high level thinking.	1A.1. Explicit instruction in using the 5E model for experiments.	1A.1. Administration, Instructional Coach Classroom Teacher District Coach	1A.1. Classroom Observations Review Lesson Plans Walkthroughs	1A.1. Benchmark Test PMA's from core curriculum		



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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>In 5<sup>th</sup> grade, 27% of the students will achieve a Level 3 on the 2013 Science FCAT.</p>							
	22% (14 of 64 students)	27% (18 of 69 students)					
		1A.2.	<p>1A.2. Monitor full implementation of the Science curriculum.. Include rigorous instruction to promote critical thinking.</p> <p>Incorporate <b>Common Core</b> practices of Reading Informational Text into daily instruction.</p>	1A.2. Administration Instructional Coach, Classroom teachers, District Science Coach	1A.2. Review lesson plans, classroom observations, walkthroughs.	1A.2. Focus walk checklist. Matching Learning Schedule to lesson plans.	

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		1A.3. 1.4 1.5 1.6 1.7	1A.3. Implement GIZMO software within Science lessons Provide relevant/real world science experiences Students will participate in tutorial programs available at school. Develop an Instructional Focus Calendar for Science ensuring benchmarks are taught prior to FCAT. Science informational text becomes part of the literacy block.	1A.3. Administration and Instructional Coach 1.4 Instructional Coach and Grade Level Chair 1.5 Administration, Classroom teacher, SES Coordinator, TEAM Up 1.6 Grade Level Chair and Instructional Coaches District Coach 1.7 Grade level chair and Instructional Coach.	1A.3. Review lesson plans, classroom observations and walkthroughs. 1.4 Teachers will incorporate real-life science situations of the world into daily lessons. 1.5 Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. 1.6 Administration will monitor through informal classroom observations or walkthroughs. Review the learning schedule against the Focus Calendar 1.7 Increase student exposure to science material.	1A.3. Benchmark Test, PMA's from core curriculum. 1.4 Benchmark Test, PMA's from core curriculum. 1.5 Formal and informal assessments to determine progress in areas of need 1.6 Core Science assessments, Benchmark Tests, PMA's from the core curriculum, Success Maker, Florida Achieves. 1.7 FCAT Science 2013	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B:  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1. Lack of instructional rigor that promotes high level thinking.	2A.1. Higher order questioning will become part of the daily instruction in Science.	2A.1. Administration and Instructional Coaches, District Coach, Grade Level Chairs and classroom teachers.	2A.1. Lesson plan review. Classroom visits. Informal observations, conversation with students	2A.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plans review. Student performance on moderate to high level complexity questions.		
<u>Science Goal #2A:</u>  <i>Enter narrative for the goal in this box.</i>  In 5 <sup>th</sup> grade, 6% of the students will achieve a Level 4 or 5 on the 2013 Science FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3% (2 of 64 students)	6% (4 of 69 students)					
		2A.2.	2A.2. Target a "Strive for Five" group for intensive enrichment instruction.	2A.2. District Coach and Instructional Coach	2A.2. Assessment data from moderate and high complexity questions. Student survey to determine value of program.	2A.2. FCAT Science-State Assessment	
		2A.3.	2A.3. Increase exposure to Science Curriculum through the Literacy Block.	2A.3. Instructional Coach and Grade Level Chair District Coach	2A.3. Analyze student data	2A.3. Benchmark Tests, PMA's from core curriculum, FCAT Science.	

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<b>2B. Florida Alternate Assessment:</b> <b>Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b>  <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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><u>Science Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Science Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Florida Alternate Assessment High School Science Goals*

**Biology 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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Biology 1 Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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	<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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Biology 1 Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology 1 EOC Goals*

**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 District Coach	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
New Science Adoption-Part 1	5 <sup>th</sup> Grade	District Coach	5 <sup>th</sup> Grade	August 7, 2012	Classroom implementation of new science materials	Administration
New Science Adoption-Part 2	5 <sup>th</sup> Grade	District Coach	5 <sup>th</sup> Grade	August 8, 2012	Implementation of new science materials	Science Coach Administration
District Science Workshops	K-5	District Coach	Selected grade level participants	August 15, 2012	Report back in grade level meetings/minutes	Science Coach Administration-Grade level chair-Science Coach
What's New in Science	K-5	Science Lead Teacher	School-wide	August 16, 2012	Implementation of new science materials	Administration  Science Coach

**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

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

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<p><b>1A. FCAT:</b>  <b>Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1A.1. Maintaining the high level of performance on the state assessment as scoring criteria has increased.</p>	<p>1A.1. Students will participate in meaningful writing each day using journals and writing folders.</p> <p>Incorporate <b>Common Core</b> practices in Writing into daily instruction. (Text Types and Purpose, Production and Distribution of Writing, and Research to Build and Present Knowledge)</p>	<p>1A.1. Administration Instructional Coach, Classroom teachers, ESE Inclusion teacher.</p>	<p>1A.1. Review student journals and writing folders.</p>	<p>1A.1. Improvement on each writing prompt throughout the school year.</p>		
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Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p><b>In 4<sup>th</sup> grade, 52% of the students will achieve a Level 4 on the 2013 FCAT Writing.</b></p> <p><b>In 4<sup>th</sup> grade, 95% of the students will achieve a Level 3 or higher in writing.</b></p>							
	47% (31 of 67 students)	52% (33 of 63 students)					
		1A.2.	1A.2. Growth over time writing rubric will be explicitly taught. (K-5th)	1A.2. Administration Instructional Coach, classroom teacher, ESE Inclusion teacher.	1A.2. Review lesson plans, administrative walkthroughs. Conversations with students.	1A.2 Students can explain the writing rubric.	

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		1A.3. 1A.3. Instructional Coach will establish a Writing Camp designed for small group instruction. (Will include all 4th graders) Use of extended tutoring time to provide opportunities for practice  1.4 Incorporate <b>Jeff Anderson Mechanically Inclined</b> (grammar, usage, style) into Writer’s Workshop.  1.5 Use of <b>Write Score Inc.</b> Practice Assessments	1A.3. Instructional Coach TEAM UP teachers Classroom teachers  1.4 Instructional Coach, Classroom teachers, ESE Inclusion teacher.  1.5 Instructional Coach, Classroom teachers, ESE Inclusion teacher.	1A.3. Review student writing drafts Review student prompt writing  1.4 Analyze student work  1.5 Analyzed student work	1A.3. Improvement on each writing prompt throughout the school year. Student growth in writing.  1.4 Grammar scoring rubric— School wide use.  1.5 Write Score Inc. scoring service.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
<b>Writing Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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	<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.	



**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 District Coaches	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
Understanding Common Core State Standards	K-5	District Coaches	Selected grade level participants.	August 7, 2012	Review of grade level lesson plans	Administration
Using Data to Implement Common Core Standards	K-5	District Coaches	Selected grade level participants	August 8, 2012	Attend grade level meetings Using data from previous year, establish differentiated reading activities.	Writing Coach-Interventionist Administration
Common Core with Dana Center-University of Texas	K-5	Joseph Gallegos	School-wide	August 14, 2012	Lesson Plan Review	Writing Coach-Interventionist Administration
Understanding the Format					Grade Level Minutes	Writing Coach-Interventionist
Vertical Articulation					Classroom Instruction	Grade Level Chair
Instructional Alignment					Classroom Observations	Classroom Teachers
District Literacy Workshops	K-5	District Coaches	Selected grade level participants	August 15, 2012	Evaluations Report back in grade level meetings/minutes	Writing Coach  Interventionist Grade Level Chair

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School Wide Writing with Grammar	K-5	Writing Coach	School-wide	Sept. 5, 2012	Classroom Focus Walks	Writing Coach
Data Collection Procedures	K-5	Administration	School-wide	Sept. 9, 2012	Monitor use of Grammar Rubric Print out reports	Grade Level Chair Administration
Response to Intervention	K-5	Academic Coaches RtI Team		Nov. 7, 2012	Establish Differentiated Instruction groups Classroom Focus Walks	Writing Coach Administration, RtI Team
Sharing Strategies that Work Insight and Inform	K-5	Behavior Specialist Melinda Bachelor	School-wide School-wide	Nov. 28, 2012	District Initiative	Administration  Writing Coach

**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
Jeff Anderson Mechanically Inclined	Building Grammar, Usage, and Style into Writer's Workshop	Title I	\$2000
Write Scores Inc.	Writing Assessments and Scoring with suggestions for follow up instruction.	Title I	\$3000
<b>Subtotal:\$5000</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$5000.00</b>			

*End of Writing Goals*

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

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

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

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		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Civics Goal #2:</b>	<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

**Civics Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

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

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

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



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		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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b>	<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

**U.S. History Professional Development  
Professional  
Development  
(PD) aligned with  
Strategies through  
Professional  
Learning  
Community (PLC)  
or PD Activity**

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

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

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Educate parents and students to the importance of being in school each day.	1.1. Include attendance concerns when holding parent conferences	1.1. Classroom teacher, Administration, Guidance Counselor.	1.1 Individual attendance improvement.	1.1. Average Daily Attendance Rate for the school.		
<p><u>Attendance Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p><b>There will be a 20% reduction in the number of students with excessive absences (52 students).</b></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					

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	<i>Average Daily Attendance for 2012 was 92.9%</i>	<i>In 2013, average daily attendance will increase by 2%</i>					
	<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>					
	<i>260 (55% of the students)</i>	<i>208 (44% of the students)</i>					
	<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>					
	<i>70 students (15%)</i>	<i>47 students (10%)</i>					
		1.2.	1.2. Phone calls to parents when children are absent. Encourage daily attendance. Use of district attendance committee conferences with parents to improve attendance. Use creative and exciting instructional delivery to spark student interest.	1.2. Classroom teacher Guidance Administration District Personnel	1.2. Individual student attendance improvement.	1.2. Average Daily Attendance Rate for the school.	
		1.3.	1.3. Attendance awards will be issued during quarterly recognition ceremonies.  1.4 Use of Student Agendas for consistent communication with home. Report the "good news" about school.	1.3. Administration and Guidance  1.4 Classroom teachers.	1.3. Monitor daily attendance  1.4 Monitor daily attendance.	1.3. Average Daily Attendance Rate for the school.  1.4 Average Daily Attendance Rate for the school.	

**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
Maintaining accurate attendance in Oncourse	K-5	PRC Operator	School-wide	Pre-Planning days and selected Early Release days	Monitor daily attendance rates.	Administration, PRC Operator, Classroom teacher.
Protocol for handling attendance issues	K-5	Assistant Principal Guidance Counselor	School-wide	Pre-Planning days and selected Early Release days	Monitor daily attendance rates. Check excuse notes for validity.	Administration, Guidance, Classroom teacher.
Building Positive Relationships with School Community	K-5	Administration and Guidance	School-wide	Early return and Pre-Planning Days	Monitor daily attendance rates. Parent feedback on Climate Survey.	Administration, Guidance, Classroom teacher.

**Attendance Budget (Insert rows as needed)**

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

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount\$3000.00
Purchase Student Agendas for each student to enhance the communication between school and home.		School Improvement and Grant from Full Service schools	
<b>Subtotal:\$3000.00</b>			
<b>Total:\$3000.00</b>			

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1. Training students to handle problems in a non-violent manner and respectful manner.	1.1. Implement the Student of the Week program to promote academic and behavioral achievement.	1.1. Administration and Guidance Dept., Classroom teacher.	1.1. Analyze data regarding academic success and behavioral referrals	1.1. Number of "new" student of the week selections.		
<p>Suspension Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p>2012 Total Number of In-School Suspensions</p>	<p>2013 Expected Number of In-School Suspensions</p>					
	0	0					



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	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	0	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	58	35 (7%)					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	50	30 (6%)					
		1.2.	1.2. Daily teacher-parent communication regarding student behavior through agenda plan books.	1.2. Administration and classroom teacher.	1.2. Spot check student agendas, conversations with parents regarding this communication.	1.2. Chart number of referrals written –per individual classrooms.	

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		1.3.	1.3. Instruction of Character Education Lessons in the classroom.  1.4 Student Success Skills taught in grades 3-5.  1.5 Implement “Caught You Doing Good” program.  1.6 Implement “Steps To Success” program for selected students.  1.7 Initiate a Discipline Team to promote Foundations and Champs Model for student behavior.	1.3. Guidance and Classroom teacher.  1.4 Guidance and Classroom teacher.  1.5 Guidance, Administration, Classroom teachers.  1.6 Community In Schools Counselor.  1.7 Administration, Rtl Team, Classroom teachers, Guidance.	1.3. Lesson plans, classroom observations  Guidance counselor logs of classroom visits  Number of student tickets—caught doing the right thing  Track student data on the selected students  Classroom observations  Common area observations	1.3. Frequency of out of school suspensions.  Number of referrals written—per individual classrooms.  Frequency of out of school suspensions.  Frequency of students meeting their agreed upon goals of improved grades and elimination of discipline referrals.  Number of Code of Conduct infractions.	
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**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 Administration  Guidance Foundation Team Administration  Guidance Foundation Team Administration  Academic Coaches	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
Foundation and Champs Training	K-5		School-wide	Pre-Planning days and selected Early Release days, District Training Workshops	Classroom observations, track referrals sources—common areas, classrooms.	Administration and Foundation Team
Building Positive Relationships within the Classroom	K-5		School-wide	Early Release days and District Training Workshops	Conferences with students, Student Climate Survey, Track Code of Conduct violations.	Administration, Guidance, Foundation Team
Instructional Rigor and Lesson Planning to remove inactive time in the classroom	K-5		School-wide	Pre-Planning days and Early Release days.	Review lesson plans and classroom activities for effective instructional delivery as a means of classroom management	Administration and Academic Coaches

**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

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

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<p><u>Dropout Prevention</u> <u>Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><i>Enter numerical data for dropout rate in this box.</i></p>	<p><i>Enter numerical data for expected dropout rate in this box.</i></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p><i>Enter numerical data for graduation rate in this box.</i></p>	<p><i>Enter numerical data for expected graduation rate in this box.</i></p>					
		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**

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

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

**Professional Learning Community (PLC) or PD Activity**

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

PD Content /Topic

Grade Level/  
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or  
PLC Leader

(e.g. , PLC, subject, grade level, or school-wide)

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Dropout Prevention Goal(s)*



**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1 Presenting educational activities at parent meetings that will equip them with necessary skills to help their children at home.	1.1. School web site, school phone system, and Duval Connect parent notification system will be updated regularly to inform parents of school news.	1.1. Administration and School Tech Support	1.1. Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours.	1.1. Parent Climate Survey Parent Involvement Survey		

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

Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> <p><b>Parent attendance at Open House, PTA, parent conferences, and school sponsored Parent Workshops will increase by 20% at each event.</b></p>							
	<p>20% of the 487 students represented at activities.(97)</p>	<p>20% increase in parents attending activities. (116)</p>					
		<p>1.2.</p>	<p>1.2. School Marquee will inform the public of events</p>	<p>1.2. Administration and School Clerical staff</p>	<p>1.2. Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours</p>	<p>1.2. Parent Climate Survey Parent Involvement Survey</p>	

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

		1.3.	<p>1.3 Flyers sent home the day before important events.</p> <p>1.4 Provide door prizes and books to those in attendance</p> <p>1.5 Make and take activity nights involving parent and child working together.</p> <p>1.6 Include student performances to PTA and Parent Involvement meetings to boost attendance.</p> <p>1.7 School newsletter will be sent home monthly highlighting school events.</p>	<p>1.3. 4Administration and PTA rep., school clerical staff, Parent Involvement rep.</p> <p>1.4PTA rep., SAC rep., Business Partner, Parent Involvement Rep</p> <p>1.5Instructional Coach, Parent Involvement rep.</p> <p>1.6 PTA rep., Parent Involvement rep., Team Up, Administration</p> <p>Administration and Media Specialist</p>	<p>1.3. 4Total number of participants at PTA, SAC, and Parent Involvement meetings and activities.</p> <p>Number of volunteer hours.</p> <p>Parent feedback</p>	<p>1.3. 4Parent Climate Survey Parent Involvement Survey.</p> <p>Sign in sheets of all parent activities.</p>	
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**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.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Administration	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
Cultural Sensitivity	K-5	Administration	School-wide	Pre-Planning days and selected Early Release Days	Informal feedback from parents.  Parent participation/attendance at school activities.	Administration, Parent Involvement rep., SAC rep.
Parent Compact Training	K-5	Assistant Principal	School-wide	Selected Early Release Day	Number of parent conferences held and Parent Compacts signed per classroom	Assistant Principal, Parent Involvement rep.
Conducting Parent Conferences	K-5	Administration	School-wide	Pre-Planning and selected Early Release days	Administration sits in on conferences, informal feedback from parents, Climate Survey.	Administration, Guidance, Grade Level Chair.
How to Use Volunteers in the Classroom	K-5	Guidance Administration  Volunteer Coordinator	School-wide	Selected Early Release Day	Number of volunteer hours logged for the school. Feedback from parents and volunteers.	Administration, Parent Involvement rep.

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

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Continue to stock the Parent Resource Center with appropriate materials for parent check out.	Scholastic Books, Educational Games, Parenting Brochures, Resource Materials	Title I	\$2000.00
<b>Subtotal:\$2000.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Red Ribbon Week Celebration-Muffins for Moms and Donuts for Dads.	Catering for this event	Title I	\$125.00
Flyers, Handouts, Notices, etc. (Copying Needs)	Printing and Paper supply	Title I	\$200.00
Technology Night-Access to Oncourse, online resources and software, passwords	Catering for this event	Title I	\$125.00
Book Fair Night-understanding reading levels and picking appropriate materials.	Catering for this event	Title I	\$125.00
FCAT Night-educating parents to state expectations.	Catering for this event	Title I	\$125.00
Data Chat Night-parent and student view and discuss individual student data, analyze student work.	Catering for this event	Title I	\$125.00
<b>Subtotal:\$825.00</b>			

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

<b>Total:\$2825.00</b>			
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*End of Parent Involvement Goal(s)*

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<p><u>STEM Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

	1.3.	1.3.	1.3.	1.3.	1.3.
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**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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2012-2013 School Improvement Plan (SIP)-Form SIP-1

**STEM Budget** (Insert rows as needed)

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

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<p><u>CTE Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

	1.3.	1.3.	1.3.	1.3.	1.3.
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**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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2012-2013 School Improvement Plan (SIP)-Form SIP-1

**CTE Budget** (Insert rows as needed)

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

*End of CTE Goal(s)*

**Additional Goal(s)**

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

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

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<p><b>1. Additional Goal</b></p>	<p><b>1.</b> Maintain consistent supervision of students.</p>	<p>1.1. Through Foundations Committee, identify areas of concern.</p>	<p>1.1. Administration Foundations Committee Chair</p>	<p>1.1. Number of Safety incidents each month</p>	<p>1.1. Safety report, accident reports, Climate Survey</p>		
<p><u>Additional Goal #1:</u></p> <p><i>Reduce the number of safety incidents by 1 each month.</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>4 per month</i></p>	<p><i>3 per month</i></p>					

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

		1.2.	1.2. Revamp arrival and dismissal procedures to increase number of adults assigned to common areas for supervision.	1.2. Administration Grade Level Chair	1.2. Number of Safety incidents each month.	1.2. Monitor duty stations of individual staff members.	
		1.3.	2. Regular practice of fire drills, code yellow, code red.  3. Enhance teacher awareness and supervision techniques.	4. Administration Grade Level Chair	1.3. Monitor effectiveness of each drill.	1.3. Observation of drills and supervision techniques of staff.	

**Additional Goals Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader Administration	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
Review arrival and dismissal procedure. Assign duty stations for all staff members. Discussion of effective supervision techniques.	K-5		School-wide	Pre-Planning and Selected Early Release Days	Observation of implemented procedures. Number of safety incidents.	Administration  Foundation Chair

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*



**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:\$36,000.00</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:\$5,000.00</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:\$3,000.00</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:\$2,825.00</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

<b>Grand Total:\$46,825.00</b>
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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.)

<b>School Differentiated Accountability Status</b>		
<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.
<ul style="list-style-type: none"> <li>• Assist in writing the School Improvement Plan</li> <li>• Assist in creating the school budget</li> <li>• Monitor and Evaluate the School Improvement Plan</li> <li>• Reach out to the community to obtain more partners in education</li> <li>• Fund important activities for the school, i.e. Student Planner Books, student incentives, school-wide activities</li> <li>• Assist the school in analyzing data regarding parent involvement and student achievement</li> </ul>

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

Describe the projected use of SAC funds.	Amount
Classroom Libraries	\$2500
Technology	\$2000
Student Incentives	\$1000