

West Riverside Elementary School

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: West Riverside Elementary	District Name: Duval
Principal: Susan Hamner	Superintendent: Mr. Ed Pratt-Dannals
SAC Chair: Janet Holt	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Susan Hamner	Bachelor of Science Biology and Chemistry Masters of Secondary Education Professional Educator's Certificate Biology/Chemistry/ Middle School endorsement Principal (All levels) Completion of 3 year Principal Academy 2010 Schultz center	2	23	2011 School grade was a C. 64% of our students were proficient in reading, 64% of our students were proficient in math. 74% of our fourth graders scored a 3.5 or higher. 41% of our students were proficient in science. 60% of our students showed reading gains and 49% showed math gains. In the bottom quartile 50% showed reading gains and 63% showed math gains. In 2012 the school grade was a D. 49% of our students showed proficiency in reading. 47% of our students showed proficiency in math. 53% of our students showed reading gains and 53% of our students showed math gains. In the bottom quartile 56% showed reading gains and 36% showed math gains.
Assistant Principal	N/A				

Highly Effective Instructional Coaches

List your school's highly effective 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 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)
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Instructional	Kristan Haas	Bachelor's Degree in Elementary Education / Education of Mentally Handicapped	6	1	2012 (4 th grade ELA) WRES Grade D, FCAT In 2012 the school grade was a D. 49% of our students showed proficiency in reading. 47% of our students showed proficiency in math. 53% of our students showed reading gains and 53% of our students showed math gains. In the bottom quartile 56% showed reading gains and 36% showed math gains.
Math	Gloria Manuel	Bachelor's Degree in Elementary Education Certification 1-6 Kindergarten (K-3), ESOL Endorsement	1	1	2012 (3 rd grade Math) Richard L. Brown, Grade C, FCAT In 2012 the school grade was a C.. 34% of our students showed proficiency in reading. 41% of our students showed proficiency in math. 66% of our students showed reading gains and 67% of our students showed math gains. In the bottom quartile 68% showed reading gains and 61% showed math gains.
Reading	Lorrie Johnson	Bachelor's Degree in Elementary Education Master's Degree K-12 Reading	1	9 years- 2 years as an Instructional Coach (K-5) 2 years as a Reading Coach (K-5) 3 years as a Reading First Reading Coach (K-3) 2 years as a Standards Coach Reading and Math (K-5)	2012 (Instructional Coach K-5) Hyde Park Elementary, Grade C, FCAT Reading 44, Reading Gains 67%, Lowest 25% Reading Gains 70% 2011 (Instructional Coach K-5) Hyde Park Elementary, Grade C, FCAT Reading 64% 2010 (Reading Coach K-5) North Shore K-8, Grade F, FCAT Reading 40% 2009 (Reading Coach K-3) North Shore K-8, Grade F, FCAT Reading 44% 2008 (Reading Coach K-3) North Shore K-8, Grade D, FCAT Reading 41% 2007 (Reading Coach K-3) North Shore K-8, Grade F, FCAT Reading 39% 2006 (Standards Coach K-2) R.V. Daniels Elementary, not graded (K-2 School) 2005 (Standards Coach K-5) Susie Tolbert Elementary, Grade B, FCAT Reading 70%, FCAT Math 57%

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular bi-monthly grade level meeting (K-5) during resource time (40 minutes) one day per every two weeks	Principal School coaches District staff	Ongoing to June 2013	
2. Informal observations with an emphasis on high quality student work	Principal School coaches District staff	Ongoing to June 2013	
3. Bimonthly early release inservices in Reading/Math/Writing/ Science/ using student work	Principal School coaches District Staff Committee member (school teachers)	Ongoing to June 2013	
4. Thinking Map training on the eight visual maps students can use to organize concepts/strategies.	Principal 3 school trainers	Ongoing to June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
none			

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
28	3%(1)	14%(3)	64%(18)	21%(6)	21%%(6)	100%(28)	0%	0%	43%(12)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Connie Guting	Elizabeth Walton Smart	This is Beth Smart's first year back in kindergarten after three years in other grades. Ms. Guting will support her instruction in reading, writing, math, and science with fidelity as well as other issues such as classroom management, IEP creations, data collection, data analysis, and IPDP.	The mentor and mentee will meet bimonthly August to May. Meetings will center around student performance. Curricular issues and professional development will align with 2012-2013 goals.
Kristan Haas	Rose Rondeau	Rose Rondeau is returning to teaching after a one year absence.	The mentor and mentee will meet bimonthly August to May. Meetings will center around student performance. Curricular issues and professional development will align with 2012-2013 goals.
Lee Townsend	Jeremy Tish	This is Jeremy Tish's first year of teaching.	The mentor and mentee will meet bimonthly August to May. Meetings will center around student performance. Curricular issues and professional development will align with 2012-2013 goals.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A N/A
Title I, Part C- Migrant Migrant services provided and coordinated by the district and our guidance counselor is our coordinator.
Title I, Part D WRES has a drop out prevention program. The STAR program utilizes an accelerated curriculum to move the students forward to his/her appropriate grade.
Title II
Title III Federal funds are utilized through the district to support the ESOL program by providing teaching and paraprofessional positions and needed instruction materials.
Title X- Homeless District Homeless Social Worker provides resources.
Supplemental Academic Instruction (SAI) SAI funds are used for tutoring in reading and math during the school day for the FCAT level 1 and 2 students and children in red on the FAIR.
Violence Prevention Programs CHAMPS is used to teach rituals/routines and organize classroom management. The Second Step program is used to teach empathy and eliminate bullying in school. Westside Full Service programs provide needed services for our families in need.
Nutrition Programs Currently 73% of our student enrollment is on free or reduced food program.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team
Angela Doss, WRES guidance counselor
Patricia Wilson, WRES ESE teacher

Gloria Manuel-Math Coach Bob Tano- School Psychologist
Kristan Haas- Instructional Coach
Lorrie Johnson- Reading Coach

Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. The staff will be presented with a general overview of MTSS throughout 2012-13 school year and continued training. A 30 minute MTSS block of time will be provided in the daily schedule for all classroom teachers. Develops, leads, and evaluates school core content standard/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

MTSS Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.

Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 materials/instruction with Tier 2/3 activities.

Select Special General Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agents to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

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

School Social Worker: Coordinates social history of child and family for Target and MTSS implementation.

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

ESE Liaison: A district ESE representative who supervised the MTSS process at MTSS meetings. The liaison helps the school guidance counselor at various times in the target and/or MTSS process. DCSB attendance social worker works with families to develop a plan to improve attendance of children attending West Riverside.

Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

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<p>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 meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students? The team meets once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.</p>
MTSS Implementation
<p>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: Insight, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), Pearson Inform Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate, Insight End of year: FAIR, FCAT, DRA2, Benchmarks Ongoing Progress Monitoring: Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Pearson Inform, DRA2 Frequency of data review: Weekly Grade Level Professional Learning Communities to discuss student learning and disaggregate data.</p>
<p>Describe the plan to train staff on MTSS. The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded MTSS professional learning that is results-driven, standards-based, school-centered, and sustained over time. The School Instructional Leadership Team established protocols for on-going assessment and adjusting of the plan to meet school needs. MTSS Professional Development should include more than scheduled workshops. In addition to traditional MTSS training during the summer, pre-planning, early dismissal, and faculty meetings, MTSS learning should be job-embedded and occur during the following:</p> <ul style="list-style-type: none">● Professional learning communities● Classroom observations● Collaborative planning● Analysis of student work● Book study● Lesson study
<p>Describe plan to support MTSS: Professional Development on the components of MTSS, Training teachers MTSS procedures during PLCs</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Susan Hamner, Principal Lorrie Johnson, Reading Coach Kristan Haas, Instructional Coach Olga Williams Sylvia Buchanan Ric Hurst Connie Guting Lori Cohen Tanya Scharps Kristi St. John Larisa Ladyzhenskay
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets the first Tuesday of every month to disaggregate student performance data. We examine the performance of AYP subgroups, grade levels, classes, and the school performance on assessments. Through this meeting we develop strategies to address particular curricular issues and use the FCIM model to teach focus lessons and then administer mini assessments to measure student learning. Team members, review current and longitudinal data to ensure the successful implementation (with fidelity) of the core reading series and the use of research based strategies for supporting students in the core curriculum. We also examine the needs of our faculty and staff for professional development and create training opportunities at early dismissal, PLC's, CP's, and before school meetings. We coordinate our training and professional development to ensure we are moving forward toward achieving our reading targets for school grade and AYP.
What will be the major initiatives of the LLT this year? PLC, Lesson Studies, the 30 Book kick-off event, 9 week student reading goals with celebrations and end of year celebration for reading 30 books.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

***Elementary Title I Schools Only: Pre-School Transition**

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

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g)(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)).

Reading	Problem-						
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Goals	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1 Students lack ability to organize thoughts/ strategies and concepts	1a.1. Use of 8 visual maps called Thinking maps to organize knowledge Common Board Configuration Interactive Word Wall	1a.1. Thinking Map trainers Principal School Coaches Classroom Teachers	1a.1. Classroom visitations Lesson Plans Student Thinking Maps posted in classrooms and selected bulletin boards Grade level meeting where teachers share student work using thinking maps FCIM Calendar FCIM Enrichment Common Board Configuration Interactive Word Wall	1a.1. Classroom observations (formal and informal) Student thinking maps in classrooms Bulletin boards showcasing student thinking maps Students using thinking maps on various assessments (scrimmages/benchmarks/end of unit tests) Common Board Configuration Interactive Word Wall F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports		
<u>Reading Goal #1a:</u> <i>49%(91)of our students in grades 3/4/5 will achieve level 3 on FCAT reading</i>							

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	20% (35)	49%(91)					
		1a.2.Student lack of grade level vocabulary	1a.2.Use of Thinking Maps to visualize new vocabulary Common Board Configuration Interactive Word Wall	1a.2.Thinking Map trainers Principal School Coaches Classroom teachers	1a.2.Classroom visitations Common Board Configurations Lesson Plans Student Thinking Maps posted in classrooms and selected bulletin boards Grade level meeting where teachers share student work using thinking maps. Common Board Configuration Interactive Word Wall	1a.2. Classroom observations (formal and informal) Student thinking maps used for vocabulary instruction Lesson Plans Common Board Configuration Interactive Word Wall F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
		1a.3.Teachers need deeper understanding of the components of reading	1a.3.Train staff in such reading components as: Explicit instruction, guided reading, center activities, Increase rigor, and scaffold Instruction Common Board Configuration Interactive Word Wall	1a.3.Reading coach Instructional coach District reading coach RED coach	1a.3.Classroom visitations Common Board Configuration FCIM calendar Guided Reading lesson plans Center activities in classroom FCIM Calendar FCIM Enrichment Common Board Configuration Interactive Word Wall	1a.3.Classroom observations (formal and informal) Lesson Plans Guided Reading lesson plans Antidotal notes on students at least 3x's per week Common Board Configuration Interactive Word Wall FCIM Assessments F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	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:*					
	<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.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1.Students lack the ability to organize: thoughts, strategies and concepts.	2a.2Use of 8 visual maps called Thinking Maps to organize knowledge Interactive Word Wall Common Board Configuration	2a.2Thinking Map Trainers Principal School Coaches Classroom teachers	2a.1.Classroom visitations Lesson Plans Student thinking maps posted in classrooms and selected bulletin boards Grade level meeting where teachers share student thinking maps Interactive Word Wall Common Board Configuration FCIM Calendar FCIM Enrichment	2a.1.Classroom observations (formal and informal) Student thinking maps in classrooms Student thinking maps on selected thinking map bulletin boards Students use of thinking maps on various assessments (scrimmages, benchmarks and end of unit exams) F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports		

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Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
49%(91) of the students in grades 3/4/5 will achieve a level 4 or higher on the FCAT							
	19%(32)	29%(53)					
		2a.2.Increase grade level vocabulary	2a.2.Use of thinking maps to visualize new vocabulary Interactive Word Wall Common Board Configuration	2a.2.Thinking map trainers Principal School Coaches Classroom teachers	2a.2.Classroom visitations Common Board Configurations Lesson Plans Interactive Word Wall	2a.2. Classroom observations (formal and informal) Student thinking maps used for vocabulary instruction Lesson Plans F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
		2a.3 Teachers need deeper understanding of the components of reading	2a.3 Train staff in such reading components as: Explicit instruction, guided reading, center activities, Increase rigor, and scaffold Instruction Common Board Configuration	2a.3.Reading coach Instructional coach District reading coach RED coach	2a.3 Classroom visitations Common Board Configuration FCIM calendar Guided Reading lesson plans Center activities in classroom FCIM Calendar FCIM Enrichment	2a.3 Classroom observations (formal and informal) Lesson Plans Guided Reading lesson plans Antidotal notes on students at least 3x's per week F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1 Identify and track all level 2 students not in the bottom quartile and develop a plan for students to make learning gains.</p>	<p>3a.1.Establish specific nurture groups Use ‘Insight’ program to track students Analyze insight data to plan next steps Use thinking maps to help students visualize reading concepts/ strategies Guided reading groups Reading center activities FCIM Calendar FCIM Enrichment FCIM Reteach/ small groups Interactive Word Wall</p>	<p>3a.1.School reading coach District reading coach RED coaches Thinking Map trainers</p>	<p>3a.1. Classroom visitations Lesson Plans Student thinking maps posted in classrooms and selected bulletin boards Grade level meeting where teachers share student thinking maps Guided reading lesson plans Use of reading center activities in classroom FCIM Calendar FCIM Enrichment FCIM Reteach/ small groups Interactive Word Wall</p>	<p>3a.1.Classroom observations (formal and informal) Student thinking maps in classrooms Student thinking maps on selected thinking map bulletin boards Students use of thinking maps on various assessments (scrimmages, benchmarks and end of unit exams) Antidotal notes from guided reading tracking Student progress Assessments based on guided reading/center activities F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>		
<p>Reading Goal #3a: 60%(79)of the students will make learning gains on the reading FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>53% (65)</p>	<p>60%(79)</p>					
		<p>3a.2.Time for remediation</p>	<p>3a.2.Schedule daily FCIM time</p>	<p>3a.2.Principal School reading coach District staff Classroom teachers</p>	<p>3a.2.Classroom visitations FCIM calendar FCIM lesson s FCIM assessments</p>	<p>3a.2.Classroom observations (formal and informal) Analysis of FCIM assessments to determine next steps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>	

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		3a.3. Teacher knowledge of explicit instruction for scaffolding reading strategies	3a.3. PLP on explicit instruction PLC on scaffolding reading strategies	3a.3. School coaches District staff Classroom teachers	3a.3. Classroom visitations Lesson Plans Assessments Analysis of assessment for next steps	3a.3. Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b:	2012 Current	2013 Expected					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>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>					
		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>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Identify and track all students in the bottom quartile and develop a plan for students to make Learning gains using guided reading and center activities to reinforce Bottom quartile is made up of students from the ELL and STAR programs.</p>	<p>4a.1 Establish specific nurture groups Use 'Insight' program to track students Analyze insight data to plan next steps Use thinking maps to help students visualize reading concepts/ strategies Guided reading groups Reading center activities FCIM Calendar FCIM Enrichment FCIM Reteach/ small groups Interactive Word Wall Common Board Configuration</p>	<p>4a.1 School reading coach District reading coach RED coaches Thinking Map trainers</p>	<p>4a.1. Establish specific nurture groups Use 'Insight' program to track students Analyze insight data to plan next steps Use thinking maps to help students visualize reading concepts/ strategies Guided reading groups Reading center activities FCIM Calendar FCIM Enrichment FCIM Reteach/ small groups Interactive Word Wall Common Board Configuration</p>	<p>4a.1..School reading coach District reading coach RED coaches Thinking Map trainers FCIM Assessments Interactive Word Wall Common Board Configuration F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>		

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Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
66%(32) of the students in the lowest 25% quartile will make learning gains on the reading FCAT							
56%(24)	66%(32)						
		4a.2. Time for remediation Bottom quartile is made up of students from the ELL and STAR programs.	4a.2. Schedule daily FCIM time	4a.2..Principal School reading coach District staff Classroom teachers	4a.2..Classroom visitations FCIM calendar FCIM lessons FCIM assessments	4a.2..Classroom observations (formal and informal) Analysis of FCIM assessments to determine next steps	
		4a.3 Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities Bottom quartile is made up of students from the ELL and STAR programs.	4a.3. PLP on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities	4a.3..School coaches District staff Classroom teachers	4a.3. .Classroom visitations Lesson Plans Assessments/ Running Records Analysis of assessment for next steps	4a.3. Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p>Reading Goal #4b: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</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.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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<p><u>Reading Goal</u> <u>#5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Student lack of understanding the complexity of NGSSS	5B.1. Increase high complexity of NGSSS through the use of Thinking Maps Interactive Word Wall	5B.1. Thinking Map trainers School reading coach District reading coach RED coach	5B.1. Monitor assessment and check for High complexity of understanding of NGSSS By the use of student thinking maps Addition of frame of reference in thinking maps which add rigor Interactive Word Wall	5B.1. Classroom observations (formal and informal) Lesson Plans Analysis of assessments Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
	5B.1. Black: Student lack of understanding the complexity of NGSSS	5B.1. Increase high complexity of NGSSS through the use of Thinking Maps Interactive Word Wall	5B.1. Thinking Map trainers School reading coach District reading coach RED coach	5B.1. Monitor assessment and check for High complexity of understanding of NGSSS By the use of student thinking maps Addition of frame of reference in thinking maps which add rigor Interactive Word Wall	5B.1. Classroom observations (formal and informal) Lesson Plans Analysis of assessments Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
	5B.1. Hispanic: Student lack of understanding the complexity of NGSSS	5B.1. Increase high complexity of NGSSS through the use of Thinking Maps Interactive Word Wall	5B.1. Thinking Map trainers School reading coach District reading coach RED coach	5B.1. Monitor assessment and check for High complexity of understanding of NGSSS By the use of student thinking maps Addition of frame of reference in thinking maps which add rigor Interactive Word Wall	5B.1. Classroom observations (formal and informal) Lesson Plans Analysis of assessments Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	

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<u>Reading Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
#5B:	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
<i>49% of each subgroup: White: Black: Hispanic: will make satisfactory progress in reading.</i>							
	<i>White 26%(19) Black:58%(30) Hispanic: 88%(30)</i>	<i>White: 49% (36) Black: 49% (25) Hispanic: 49% (18)</i>					

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		<p>5B.2. White: Student lack of understanding of new vocabulary</p>	<p>5B.2. Introduce new vocabulary found in the learning schedule via common board configuration and thinking maps Interactive Word Wall</p>	<p>5B.2. Thinking Map trainers Principal Reading Coach District reading coach RED coach</p>	<p>5B.2 Common Board configuration used daily by teacher and students Classroom visitations Student thinking maps Lesson Plans Interactive Word Wall</p>	<p>5B.2. Active work wall Student thinking maps Analysis of assessment data to drive next step Interactive Word Wall F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>	
		<p>Black: Student lack of understanding of new vocabulary</p>	<p>Introduce new vocabulary found in the learning schedule via common board configuration and thinking maps Interactive Word Wall</p>	<p>Thinking Map trainers Principal Reading Coach District reading coach RED coach</p>	<p>Common Board configuration used daily by teacher and students Classroom visitations Student thinking maps Lesson Plans Interactive Word Wall</p>	<p>Active work wall Student thinking maps Analysis of assessment data to drive next step Interactive Word Wall F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>	
		<p>Hispanic: Student lack of understanding of new vocabulary</p>	<p>Introduce new vocabulary found in the learning schedule via common board configuration and thinking maps Interactive Word Wall</p>	<p>Thinking Map trainers Principal Reading Coach District reading coach RED coach</p>	<p>Common Board configuration used daily by teacher and students Classroom visitations Student thinking maps Lesson Plans Interactive Word Wall</p>	<p>Active work wall Student thinking maps Analysis of assessment data to drive next step Interactive Word Wall F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>	

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		<p>5B.3. White: Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities</p>	<p>5B.3. PLP on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities</p>	<p>5B.3. Reading coach District staff Classroom teachers</p>	<p>5B.3. Classroom visitations Lesson Plans Assessments Analysis of assessment for next steps</p>	<p>5B.3. Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>	
		<p>Black: Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities</p>	<p>5B.3. PLP on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities</p>	<p>5B.3. Reading coach District staff Classroom teachers</p>	<p>5B.3. Classroom visitations Lesson Plans Assessments Analysis of assessment for next steps</p>	<p>5B.3. Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>	
		<p>Hispanic: Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities</p>	<p>5B.3. PLP on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities</p>	<p>5B.3. Reading coach District staff Classroom teachers</p>	<p>5B.3. Classroom visitations Lesson Plans Assessments Analysis of assessment for next steps</p>	<p>5B.3. Analysis of insight data Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.ELL students lack of understanding new and grade level vocabulary	5C.1.Utilization of the ELL Avenue curriculum Introduction of new and grade level vocabulary by using Common Board Configuration Introduction of new and grade level vocabulary by using Thinking Maps Introduction of new and grade level vocabulary by using Interactive Word Wall	5C.1.Thinking Map Trainers School coaches District coaches RED coach	5C.1.Classroom visitations Lesson plans with avenue curriculum which Will bridge to Houghton Mifflin reading series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive Word Wall found in classroom	5C.1.Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive Word walls Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports		
<u>Reading Goal #5C:</u> <i>30%(14) of the English language learners making satisfactory progress in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	11%(3)	30%(14)					
		5C.2.ELL students lack of background knowledge	5C.2. Utilization of the ELL Avenues curriculum Students will use Thinking Maps to visualize background knowledge	5C.2.Thinking Map Trainers School coaches District coaches RED coach	5C.2..Classroom visitations Lesson plans with avenue curriculum which Will bridge to Houghton Mifflin reading series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall	5C.2. Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/ post test) Interactive word wall Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
		5C.3. Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities	5C.3. PLC on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities	5C.3. School coaches District staff Classroom teachers	5C.3. Classroom visitations Lesson Plans (Avenues/ HoughtonMifflin) Assessments Analysis of assessment for next steps	5C.3. classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
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>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1.SWD students lack of understanding new and grade level vocabulary</p>	<p>5D.1.Utilization of the Houghton Mifflin series Introduction of new and grade level vocabulary by using Common Board Configuration Introduction of new and grade level vocabulary by using Thinking Maps Introduction of new and grade level vocabulary by using Interactive word wall</p>	<p>5D.1.Thinking Map Trainers School coaches District coaches RED coach</p>	<p>5D.1.Classroom visitations Lesson plans with avenue curriculum which Will bridge to Houghton Mifflin reading series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive Word Wall</p>	<p>5D.1.Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive word walls Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>		
<p><u>Reading Goal #5D:</u> 60%(9) of the students with disabilities will make satisfactory progress in reading</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>53%(8)</p>	<p>60%(9)</p>					

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		5D.2.SWD students lack of background knowledge	5D.2. Utilization of the Houghton Mifflin reading series Students will use Thinking Maps to visualize background knowledge Students will use interactive word wall	5D.2.Thinking Map Trainers School coaches District coaches RED coach	5D.2..Classroom visitations Lesson plans with avenue curriculum which Will bridge to Houghton Mifflin reading series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom	5D.2. Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive word wall Student thinking maps FCIM assessments F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
		5D.3. Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities	5D.3. PLC on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities	5D.3. School coaches District staff Classroom teachers	5D.3. Classroom visitations Lesson Plans (Avenues/HoughtonMifflin) Assessments Analysis of assessment for next steps	5D.3. classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps	
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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. ED students lack of understanding new and grade level vocabulary</p>	<p>5E.1. Introduction of new and grade level vocabulary by using Common Board Configuration Introduction of new and grade level vocabulary by using Thinking Maps Introduction of new and grade level vocabulary using interactive word wall</p>	<p>5E.1. Thinking Map Trainers School coaches District coaches RED coach</p>	<p>5E.1..Classroom visitations Lesson plans check Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom</p>	<p>5E.1..Classroom observations (formal and informal) Assessments (scrimmages/ benchmarks/end of unit tests) Interactive word walls Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports</p>		
<p><u>Reading Goal #5E:</u> <i>49% (46) of the students who are economically disadvantaged making satisfactory progress in reading.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>29% (28) box.</p>	<p>49% (46)</p>					

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		5E.2. ED students lack of background knowledge especially in the STAR program	5E.2 Utilization of Houghton Mifflin reading series and authentic literature Students will use Thinking Maps to visualize background knowledge Interactive word wall	5E.2. Thinking Map Trainers School coaches District coaches RED coach	5E.2. Classroom visitations Lesson plans with Houghton Mifflin reading series and authentic literature Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom	5E.2. Classroom observations (formal and informal) Assessments (scrimmages/benchmarks/end of unit tests) Interactive word walls Student thinking maps FCIM assessments F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	
		5E.3. Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities	5E.3 PLC on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities	5E.3 School coaches District staff Classroom teachers	5E.3 Classroom visitations Lesson Plans Assessments Analysis of assessment for next steps	5E.3 classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps F.A.I.R. Assessment Data/ reports from PMRN DRA2 Class Status Reports District Benchmark Data Reports	

Reading Professional Development

<p>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.</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	Thinking Map trainers	Three teachers and Principal	June 11,12,13, 2012 October 10, 11, 2012	School implementation of thinking maps Increasing rigor of thinking maps	Principal
Thinking Maps	K-5	School Thinking Map trainers	All WRES teachers	August 17, Sept 4, 19 Oct. 3, 17 Nov 7 Jan 23 Feb	Student thinking maps will be shared at grade level meetings	Principal Reading Coach
FAIR training	K-5	School Reading Coach	All reading teachers K-5	September 5, 2012	Teachers learn all screens of FAIR and how to collect data from FAIR for instructions	Principal Reading Coach
DRA2 Training	K-5	School Reading Coach	All reading teachers K-5	September 6 & 7, 2012	Teachers learn and review the components of the DRA2, coding the running record, and the importance of the “What’s Next for Instruction?” piece and how to use it.	Principal Reading Coach
Interactive Word Walls	K-5	School Reading Coach	All teachers K-5	September 25, 2012	Article study on what an Interactive Word Wall is, how to use an interactive word wall and activities teachers can do with their word wall, modeling of some of the activities for teachers by coach	Principal Reading Coach
FCIM	K-5	School Instructional Coach	All teachers K-5	September 5, 2012	Teachers learn about Focus Calendars and cycles of Focus lessons that target priority benchmarks for their grade levels	Principal Instructional Coach
Common Board Configuration	K-5	Instructional Coach	All teachers K-5	August 14, 2012	Teachers learn the subject components for Board Configurations and its purpose	Principal Instructional Coach
Guided Reading	K-5	Reading Coach, Instructional Coach	All teachers K-5	TBA	PLC in grades K-5 Reading teachers, Guided Reading Template/ Modeling best practices for guided reading	Principal Reading Coach Instructional Coach

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Explicit Instruction	K-5	School Coaches Principal	All teachers K-5	Ongoing throughout the school year	Book study with <u>Explicit Instruction</u> by Anita Archer, teachers use explicit instruction in classrooms	Principal School coaches
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Reading 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
Houghton Mifflin reading series	Core curriculum	District	N/A
Avenues curriculum	ELL curriculum	District	N/A
Thinking Maps Title 3 District N/A			Subtotal:
Strategy	Description of Resources	Funding Source	Amount
Thinking maps	Thinking maps 8 visual representations	Title 3	N/A
Explicit instruction			
Guided Reading			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps			

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Explicit instruction			
FAIR/DRA2/insight/guided reading/ FCIM/IPDP			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>1. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1. Students that are scoring proficient in listening and speaking, are not proficient in using academic vocabulary.</p>	<p>1.1. Implementation of NGSSS Vocabulary Standards. ESOL Teachers will bridge the Avenue’s Curriculum to the Houghton Mifflin Reading Curriculum, to give students exposure to grade level academic vocabulary. ESOL teachers will implement Marzarro’s Vocabulary Building Strategies and Thinking Maps into their instruction, to build academic vocabulary.</p>	<p>1.1. Instructional Coach; Reading Coach; District Reading Coach; ESOL Resource Teacher; Principal</p>	<p>1.1. Lesson Plans Focused Observations Data Notebook Common Board Configuration Teacher/student created Thinking Maps Student created Thinking Maps SOLOM checklist</p>	<p>1.1. Thinking Maps CELLA/LAS Testing Benchmark-Vocabulary Section</p>	
<p><u>CELLA Goal #1:</u> <i>40% (36) will score proficient in Listening/ Speaking section of the CELLA for 2013</i></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><i>27% of all ESOL students are proficient in Listening and Speaking.</i></p>					
		<p>1.2. Limited Parental Support due to a high percentage of parents not fluent in English.</p>	<p>1.2. Use Trans-Act for translating forms to parents. Use Spanish Para Professionals as interpreters for parent conference and literacy meetings.</p>	<p>1.2. ESOL Teachers, ESOL District Resource Teacher, Coaches, Principal</p>	<p>1.2. Parent Surveys in home language</p>	<p>1.2. Parent Survey Sign In Sheets for Conferences and School Activities to promote learning.</p>

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		1.3. Students that are not proficient in Listening and Speaking need to be exposed to rich language and explicit instruction.	1.3. Use the county Avenues Curriculum which is strong in listening and speaking. Give students at all grade levels opportunities to learn the language and speak. Provide teachers in-service on Explicit Teaching. Teachers use proven ESOL strategies in lessons.	1.3. ESOL Teachers, ESOL District Resource Teacher; Coaches, Principal	1.3. Focused Observations Common Board Configuration Thinking Maps	1.3. Lesson Plans documenting ESOL Strategies
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. There is a correlation between low reading scores and low listening and speaking scores.	2.1. Bridge the gap of language by using the Avenues Curriculum. Use Language Master, Rosetta Stone and other district software programs, Leap Frog, Small group Instruction Effective use of Learning Centers	2.1. ESOL teachers, ESOL District Resource Teacher, Reading Coach, Instructional Coach, Principal	2.1. Focused Observations Analysis of Data Lesson Plans Thinking Maps Marzarro Vocabulary Building Strategies	2.1. DRA Assessments Avenue Unit assessments	
<u>CELLA Goal #2:</u> 30% (27) ESOL students will score proficient in Reading on the CELLA	2012 Current Percent of Students Proficient in Reading :					
	Currently, we have 18% of our ESOL students that scored Proficient in Reading.					

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		2.2. Having multiple levels of reading in each grade level of ESOL.	2.2. For reading instruction, analyze the student data and regroup students within ESOL classes by reading /language levels. Only combine two grade levels. Ex. 1st and 2nd; and 4 th and 5 th .	2.2. ESOL Teachers ESOL District Resource Teacher Principal	2.2. Focused Observations Lesson Plans Formal and Informal Assessments	2.2. DRA Lesson Plans Avenues Assessment District Assessments SOLOM Checklist
		2.3 Teachers knowledge on explicit instruction.	2.3 Teachers will have in-service on explicit instruction.	2.3 Coaches Principal	2.3 Focused Observations Lesson Plans	2.3 Formal and informal observations
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in Writing.	2.1. Lack of English with our ESOL students as well as academic vocabulary.	2.1. Incorporate the writing in the Avenues curriculum. Explicit instruction in grammar to our ESOL students.	2.1. ESOL teachers Instructional Coach	2.1. Analysis of Monthly writing prompts in grade level meetings.	2.1. District writing prompts Avenues writing assessments	
<u>CELLA Goal #3:</u> <i>20% (18) will score proficient in Writing on the CELLA</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>12% of our current ESOL students are proficient in writing</i>					
		2.2. Teachers need to know at all grade levels what is acceptable writing.	2.2. Team building with other teachers in writing lesson plans. District learning schedule	2.2. ESOL teachers Regular Ed Teachers Instructional Coach Principal	2.2. Lesson Plans Focused Observations District Writing Prompts	2.2. Writing Portfolios

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		2.3 Teachers need to know how to teach explicit writing instruction.	2.3 Training on explicit writing strategies that are researched based	2.3 ESOL teachers Instructional Coach Principal	2.3 Lesson Plans Focused Observations	2.3 Formal and Informal Observations
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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
Avenues Curriculum	ESOL DCSB curriculum	District	N/A
Thinking Maps	ESOL curriculum	District Title 3	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Compass odyssey	Computer program on reading	DCSB	N/A
Soar to success	Computer program on reading	DCSB	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking maps	ESOL training by schools	District	N/A
Guided reading	Group ESOL according to reading level	School coaches training	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Explicit instruction	School coaches train using book study	FDLERS	N/A
Subtotal:			
Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1.Lack of teacher understanding of rigor in math NGSSS.</p>	<p>1a.1.Increase high complexity of understanding of NGSSS through Thinking Map training Use of common board configuration Use of math conceptual standards Common core math practices Interactive word wall</p>	<p>1a.1.Thinking Map trainers School math coach District math coach RED coach</p>	<p>1a.1.Classroom visitations Common board configuration Lesson Plans Student thinking maps used in work time of math Math conceptual standards found in lessons Interactive word wall</p>	<p>1a.1.Classroom observations (formal and informal) Student thinking maps displayed Math conceptual standards found in student work Assessments (scrimmages/benchmarks, end of module assessments) Common Board Configuration Interactive word wall</p>		
<p><u>Mathematics Goal #1a:</u> <i>49%(91) of the students in grades 3/4/5 will score a level 3 in mathematics</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22%(37)</p>	<p>49%(91)</p>					

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		1a.2 Identify students who are a level 3 in math and develop a plan for students to make AYP in: Numbers and operation Geometry and measurement, algebra, Data analysis	1a.2. Teachers will use the core curriculum of envision and Math Investigations with an emphasis on Math Investigations. Teachers will Follow the district's math learning schedule. Teachers will reinforce math skills through ready made centers for reinforcement of math concepts Thinking Maps will be used Common Board Configuration Interactive word wall	1a.2. Classroom teachers School math coach District Math coach RED coach	1a.2. Classroom visitations Teachers will share insight data with Coaches and Principal Teachers will analyze insight data And determine next steps Student thinking maps Common Board Configuration Interactive word wall	1a.2. Classroom observations (formal and informal) Lesson Plans Common Board Configuration Assessments (scrimmages/benchmark/end of module test) Student thinking maps Interactive word wall	
		1a.3. Reinforcement of numbers and operations, geometry and measurement, algebra and data analysis	1a.3. Use of Technology which may include: destination success, envision, GIZMO, Compass Odyssey, FCAT explorer, Sum Dog, Student Thinking Maps Math Investigation games Math strategy charts Math centers and Math facts FCIM lessons FCIM enrichments Interactive word wall	1a.3. Classroom teachers School Math coach District Math coach RED coach	1a.3. Classroom visitations Teachers will share insight data with Coaches and Principal Teachers will analyze insight data And determine next steps Student thinking maps Math centers/games/facts in use in classroom FCIM calendar FCIM enrichments Common Board Configuration Interactive word wall	1a.3. Classroom observations (formal and informal) Lesson Plans Common Board Configuration Assessments (scrimmages/benchmark/end of module test) Student thinking maps Data from technology programs FCIM assessments driving next steps	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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Mathematics Goal #1b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1..Lack of teacher understanding of rigor in math NGSSS.</p>	<p>2a.1. Increase high complexity of understanding of NGSSS through Thinking Map training Use of common board configuration Use of math conceptual standards Interactive word wall</p>	<p>2a.1. Thinking Map trainers School math coach District math coach RED coach</p>	<p>2a.1. Classroom visitations Common board configuration Lesson Plans Student thinking maps used in work time of math Math conceptual standards found in lessons Interactive word wall</p>	<p>2a.1. Classroom observations (formal and informal) Student thinking maps displayed Math conceptual standards found in student work Assessments (scrimmages/ benchmarks, end of module assessments) Common Board Configuration Interactive word wall</p>		
<p><u>Mathematics Goal #2a:</u> 30%(56) of the students in grades 3/4/5 will score a level 4 or higher on the Math FCAT</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>16%(28)</p>	<p>30%(56)</p>					

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		2a.2. Identify students who are a level 4/5 in math and develop a plan for students to make AYP in: Numbers and operation Geometry and measurement, algebra, Data analysis	2a.2. Teachers will use the core curriculum of envision and Math Investigations with an emphasis on Math Investigations. Teachers will Follow the district's math learning schedule. Teachers will reinforce math skills through ready made centers for reinforcement of math concepts Thinking Maps will be used Common Board Configuration Interactive word wall	2a.2. Classroom teachers School math coach District Math coach RED coach	2a.2. Classroom visitations Teachers will share insight data with Coaches and Principal Teachers will analyze insight data And determine next steps Student thinking maps	2a.2. Classroom observations (formal and informal) Lesson Plans Common Board Configuration Assessments (scrimmages/benchmark/end of module test) Student thinking maps Interactive word wall	
		2a.3 Reinforcement of numbers and operations, geometry and measurement, algebra and data analysis	2a.3 Use of Technology which may include: envision, GIZMO, Compass Odessey, FCAT explorer, Sum Dog, Student Thinking Maps Math Investigation games Math strategy charts Math centers and Math facts FCIM lessons	2a.3 Classroom teachers School Math coach District Math coach RED coach	2a.3 Classroom visitations Teachers will share insight data with Coaches and Principal Teachers will analyze insight data And determine next steps Student thinking maps Math centers/games/facts in use in classroom FCIM calendar FCIM enrichment FCIM re-teach/ small groups Common Board Configuration Interactive word wall	2a.3 Classroom observations (formal and informal) Lesson Plans Common Board Configuration Assessments (scrimmages/benchmark/end of module test) Student thinking maps Data from technology programs FCIM assessments driving next steps	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. Identify the level 2 students who are not in the bottom quartile and determine a plan for student AYP</p>	<p>3a.1. Establish a nurture group Use Inform to gather data Analyze data to determine next steps Common board configuration Thinking Maps FCIM lessons FCIM enrichment FCIM re-teach/ small groups Core curriculum (math investigations use with fidelity) Math strategy charts Math games/ centers/facts Interactive word walls</p>	<p>3a.1. Classroom teachers School Math Coach District Math coach RED coach</p>	<p>3a.1. Classroom visitations Lesson Plans Common Board configuration used daily FCIM calendar Student use of thinking maps Student use of concepts of math Teacher use of Inform data Teacher analyzing Inform data to Determine next step REA (student can re-state the problem, show the evidence and give the answer) FCIM enrichment FCIM re-teach/ small groups</p>	<p>3a.1. Classroom observations (formal and informal) Student data on Inform Assessments (scrimmages, benchmarks, end of module tests) FCIM assessments Student thinking maps Student can explain REA Common Board Configuration Interactive word wall</p>		
<p><u>Mathematics Goal #3a:</u> In grades 4/5 students making learning gains in math will increase from 53% (65) to 65%(85).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>53%(65)</p>	<p>63%(85)</p>					

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		3a.2. Lack of teacher understanding of rigor in math NGSSS. Teacher staying in low complexity	3a.2. Increase high complexity of understanding of NGSSS through Thinking Map training Use of common board configuration Use of math conceptual standards Interactive word wall	3a.2. Thinking Map trainers School math coach District math coach RED coach	3a.2.. Classroom visitations Common board configuration Lesson Plans Student thinking maps used in work time of math Math conceptual standards found in lessons Interactive word wall	3a.2. Classroom observations (formal and informal) Student thinking maps displayed Math conceptual standards found in student work Assessments (scrimmages/benchmarks, end of module assessments) Common Board Configuration Interactive word wall	
		3a.3. Reinforcement of numbers and operations, geometry and measurement, algebra and data analysis	3a.3. Use of Technology which may include: envision, GIZMO, Compass Odessey, FCAT explorer, Sum Dog, Student Thinking Maps Math Investigation games Math strategy charts Math centers and Math facts FCIM lessons	3a.3. Classroom teachers School Math coach District Math coach RED coach	3a..3. Classroom visitations Teachers will share Inform data with Coaches and Principal Teachers will analyze Inform data And determine next steps Student thinking maps Math centers/games/facts in use in classroom FCIM calendar FCIM enrichment FCIM re-teach/ small groups Interactive word wall	3a.3. Classroom observations (formal and informal) Lesson Plans Common Board Configuration Assessments (scrimmages/benchmark/ end of module test) Student thinking maps Data from technology programs FCIM assessments driving next steps Interactive word wall	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. Identify and track all students in the bottom quartile and develop a plan for students to make AYP using math investigations and conceptual strategies to reinforce Bottom quartile is made up of students from ELL and STAR programs.</p>	<p>4a.1. Establish a nurture group Use insight to gather data Analyze data to determine next steps Common board configuration Thinking Maps FCIM lessons Core curriculum (math investigations use with fidelity) Math strategy charts Math games/centers/facts Interactive word wall</p>	<p>4a.1. Classroom teachers School Math Coach District Math coach RED coach</p>	<p>4a.1. Classroom visitations Lesson Plans Common Board configuration used daily FCIM calendar Student use of thinking maps Student use of concepts of math Teacher use of Inform data Teacher analyzing Inform data to Determine next step REA (student can re-state the problem, show the evidence and give the answer FCIM enrichment FCIM re-teach/ small groups</p>	<p>4a.1. Classroom observations (formal and informal) Student data on insight Assessments (scrimmages, benchmarks, end of module tests) FCIM assessments Student thinking maps Student can explain REA Common Board Configuration</p>		
<p>Mathematics Goal #4a: In grades 4/5 students in the lowest 25% making learning gains will increase from 36% (15) to 50%(23).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>36%(15)</p>	<p>50%(23)</p>					

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		4a.2. Lack of teacher understanding of rigor in math NGSSS. Teacher staying in low complexity Bottom quartile is made up of students from ELL and STAR programs.	4a.2. Increase high complexity of understanding of NGSSS through Thinking Map training Use of common board configuration Use of math conceptual-common core standards Interactive word wall	4a.2. Thinking Map trainers School math coach District math coach RED coach	4a.2. Classroom visitations Common board configuration Lesson Plans Student thinking maps used in work time of math Math conceptual standards found in lessons Interactive word wall	4a.2. Classroom observations (formal and informal) Student thinking maps displayed Math conceptual standards found in student work Assessments (scrimmages/benchmarks, end of module assessments) Common board configuration	
		4a.3. Reinforcement of numbers and operations, geometry and measurement, algebra and data analysis Bottom quartile is made up of students from the ELL and STAR Programs.	4a.3. Use of Technology which may include: destination success, envision, GIZMO, Compass Odyssey, FCAT explorer, Sum Dog, Student Thinking Maps Math Investigation games Math strategy charts Math centers and Math facts FCIM lessons Interactive word wall	4a.3. Classroom teachers School Math coach District Math coach RED coach	4a.3. Classroom visitations Teachers will share Inform data with Coaches and Principal Teachers will analyze Inform data And determine next steps Student thinking maps Math centers/games/facts in use in classroom FCIM calendar FCIM enrichment FCIM re-teach/ small groups	4a.3. Classroom observations (formal and informal) Lesson Plans Common Board Configuration Assessments (scrimmages/benchmark/end of module test) Student thinking maps Data from technology programs FCIM assessments driving next steps	

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p>Mathematics Goal #4b: <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.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Student lack of understanding the complexity of NGSSS and common core math practices content standards</p> <p>Black: Student lack of understanding the complexity of NGSSS and common core math practices content standards</p> <p>Hispanic: Student lack of understanding the complexity of NGSSS and common core math practices content standards</p>	<p>5B.1. Increase high complexity of NGSSS and common core math practices content standards through the use of Thinking Maps Interactive word walls</p> <p>Increase high complexity of NGSSS and common core math practices content standards through the use of Thinking Maps Interactive word walls</p> <p>Increase high complexity of NGSSS and common core math practices content standards through the use of Thinking Maps Interactive word walls</p>	<p>5B.1. Classroom teachers School math coach District math coach RED coach Thinking Map trainers</p> <p>Classroom teachers School math coach District math coach RED coach Thinking Map trainers</p> <p>Classroom teachers School math coach District math coach RED coach Thinking Map trainers</p>	<p>5B.1. Monitor assessment and check for High complexity of understanding of NGSSS and common core math practices content standards By the use of student thinking maps Addition of frame of reference in thinking maps which add rigor Interactive word walls</p> <p>Monitor assessment and check for High complexity of understanding of NGSSS and common core math practices content standards By the use of student thinking maps Addition of frame of reference in thinking maps which add rigor Interactive word walls</p> <p>Monitor assessment and check for High complexity of understanding of NGSSS and common core math practices content standards By the use of student thinking maps Addition of frame of reference in thinking maps which add rigor Interactive word walls</p>	<p>5B.1. Classroom observations (formal and informal) Lesson Plans Analysis of assessments Student thinking maps Interactive word walls</p> <p>Classroom observations (formal and informal) Lesson Plans Analysis of assessments Student thinking maps Interactive word walls</p> <p>Classroom observations (formal and informal) Lesson Plans Analysis of assessments Student thinking maps Interactive word walls</p>		
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<u>Mathematics Goal #5B:</u> <i>49% of each subgroup: White: Black: Hispanic: Will make satisfactory progress in mathematics</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White:42% (31) Black:74%(38) Hispanic:76% (26)	White:49% (36) Black:49% (25) Hispanic: 49% (18)					

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		<p>5B.2. White Student lack of understand ing of new vocabulary</p>	<p>5B.2. Introduce new vocabulary found in the learning schedule via common board configuration and thinking maps Interactive word walls</p>	<p>5B.2. Thinking Map trainers Principal Reading Coach District reading coach RED coach</p>	<p>5B.2. Common Board configuration used daily by teacher and students Classroom visitations Student thinking maps Lesson Plans Interactive word walls</p>	<p>5B.2. Active work wall Student thinking maps Analysis of assessment data to drive next step Interactive word walls</p>	
		<p>Black Student lack of understand ing of new vocabulary</p>	<p>Introduce new vocabulary found in the learning schedule via common board configuration and thinking maps Interactive word walls</p>	<p>Thinking Map trainers Principal Reading Coach District reading coach RED coach</p>	<p>Common Board configuration used daily by teacher and students Classroom visitations Student thinking maps Lesson Plans Interactive word walls</p>	<p>Active work wall Student thinking maps Analysis of assessment data to drive next step Interactive word walls</p>	
		<p>Hispanic Student lack of understand ing of new vocabulary</p>	<p>Introduce new vocabulary found in the learning schedule via common board configuration and thinking maps Interactive word walls</p>	<p>Thinking Map trainers Principal Reading Coach District reading coach RED coach</p>	<p>Common Board configuration used daily by teacher and students Classroom visitations Student thinking maps Lesson Plans Interactive word walls</p>	<p>Active work wall Student thinking maps Analysis of assessment data to drive next step Interactive word walls</p>	

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		<p>5B.3. White: Teacher knowledge of explicit instruction for scaffolded math strategies using Math Investigations activities</p>	<p>5B.3. PLP on explicit instruction PLC on scaffolding math Strategies PLC on common core math practices concept standards Math strategy charts Proper use of math center activities</p>	<p>5B.3. Math coach District staff Classroom teachers</p>	<p>5B.3. Classroom visitations Lesson Plans Data from assessments Analysis of assessment for next steps Math strategy charts visible in classroom Math activities visible in classroom</p>	<p>5B.3. Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data</p>	
			<p>PLP on explicit instruction PLC on scaffolding math Strategies PLC on common core math practices concept standards Math strategy charts Proper use of math center activities</p>	<p>Math coach District staff Classroom teachers</p>	<p>Classroom visitations Lesson Plans Data from assessments Analysis of assessment for next steps Math strategy charts visible in classroom Math activities visible in classroom</p>	<p>Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data</p>	
		<p>Black Teacher knowledge of explicit instruction for scaffolded math strategies using Math Investigations activities</p>	<p>PLP on explicit instruction PLC on scaffolding math Strategies PLC on common core math practices concept standards Math strategy charts Proper use of math center activities</p>	<p>Math coach District staff Classroom teachers</p>	<p>Classroom visitations Lesson Plans Data from assessments Analysis of assessment for next steps Math strategy charts visible in classroom Math activities visible in classroom</p>	<p>Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data</p>	
		<p>Hispanic Teacher knowledge of explicit instruction for scaffolded math strategies using Math Investigations activities</p>	<p>PLP on explicit instruction PLC on scaffolding math Strategies PLC on common core math practices concept standards Math strategy charts Proper use of math center activities</p>	<p>Math coach District staff Classroom teachers</p>	<p>Classroom visitations Lesson Plans Data from assessments Analysis of assessment for next steps Math strategy charts visible in classroom Math activities visible in classroom</p>	<p>Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps Analysis of insight data</p>	

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		activities					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. ELL students lack of understanding new and grade level vocabulary	5C.1. Utilization of the ELL Avenue curriculum Introduction of new and grade level vocabulary by using Common Board Configuration Introduction of new and grade level vocabulary by using Thinking Maps Introductions of new and grade level vocabulary by using interactive word wall	5C.1. Thinking Map Trainers School math coach District math coaches RED coach	5C.1. Classroom visitations Lesson plans with Avenue curriculum which will bridge to Houghton Mifflin reading series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom	5C.1. Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive word walls Student thinking maps		
<u>Mathematics Goal #5C:</u>	<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>					
		5C.2. ELL students lack of background knowledge	5C.2. Utilization of the ELL Avenues curriculum Students will use Thinking Maps to visualize background knowledge	5C.2. Thinking Map Trainers School math coaches District coaches RED coach	5C.2. Classroom visitations Lesson plans with avenue curriculum which will bridge to envision and Math Investigation Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall	5C.2. Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive word wall Student thinking maps	
		5C.3. Teacher knowledge of explicit instruction for scaffolded math Strategies using conceptual math activities	5C.3. PLC on explicit instruction PLC on scaffolding math Strategies PLC on conceptual math Proper use of center activities	5C.3. School coaches District math staff Classroom teachers	5C.3. Classroom visitations Lesson Plans (Avenues/Math Investigations /enVision) Assessments Analysis of assessment for next steps	5C.3. classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps	
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>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. SWD students lack of understanding new and grade level vocabulary</p>	<p>5D.1. Utilization of the Math Investigation and envision curriculum Introduction of new and grade level vocabulary by using Common Board Configuration Introduction of new and grade level vocabulary by using Thinking Maps Introduction of new and grade level vocabulary by using interactive word wall</p>	<p>5D.1. Thinking Map Trainers School math coach District math coaches RED coach</p>	<p>5D.1. Classroom visitations Lesson plans with avenue curriculum which will bridge to Houghton Mifflin reading series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom</p>	<p>5D.1. Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive word wall Student thinking maps</p>		
<p><u>Mathematics Goal #5D:</u> 65%(7) of the students with disabilities (SWD) will make satisfactory progress in mathematics.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>55%(6)</p>	<p>65%(7)</p>					

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		5D.2. .SWD students lack of background knowledge	5D.2. Utilization of Math Investigations and envision curriculum Students will use Thinking Maps to visualize background knowledge Students will use interactive word wall	5D.2.Thinking Map Trainers School math coaches District coaches RED coach	5D.2..Classroom visitations Lesson plans with avenue curriculum which will bridge to envision and Math Investigation Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom	5D.2. Classroom observations (formal and informal) Avenue assessments (pretest/unit progress test/post test) Interactive word wall Student thinking maps	
		5D.3. Teacher knowledge of explicit instruction for scaffolded math Strategies using conceptual math activities	5D.3. PLC on explicit instruction PLC on scaffolding math Strategies PLC on conceptual math Proper use of center activities	5D.3. School coaches District math staff Classroom teachers	5D.3. Classroom visitations Lesson Plans (Avenues/Math Investigations /enVision) Assessments Analysis of assessment for next steps	5D.3. Classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps FCIM Assessment results	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. ED students lack of understanding new and grade level vocabulary especially in the STAR program.</p>	<p>5E.1. Introduction of new and grade level vocabulary by using Common Board Configuration Introduction of new and grade level vocabulary by using Thinking Maps Introductions of new and grade level vocabulary by using interactive word wall</p>	<p>5E.1. Thinking Map Trainers School math coaches District math coaches RED coach</p>	<p>5E.1..Classroom visitations Lesson plans check Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom</p>	<p>5E.1..Classroom observations (formal and informal) Assessments (scrimmages/ benchmarks/end of unit tests) Math words on interactive word wall Student thinking maps</p>		
<p><u>Mathematics Goal #5E:</u> <i>49% (46) of the economically disadvantaged students will show satisfactory progress in mathematics</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>29% (28)</p>	<p>49% (46)</p>					

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		5E.2. ED students lack of background knowledge especially in the STAR program	5E.2 Utilization of Math Investigation and enVision math series Students will use Thinking Maps to visualize background knowledge Math Strategy charts Interactive word wall	5E.2. Thinking Map Trainers School coaches District coaches RED coach	5E.2. Classroom visitations Lesson plans with Math Investigations and envision series Daily common board configuration used by teachers and students Student thinking maps found in classroom Student thinking maps found on selected bulletin boards In grade level meeting student thinking maps are showcased Interactive word wall found in classroom	5E.2. Classroom observations (formal and informal) Assessments (scrimmages/benchmarks/end of unit tests) Math words on interactive word wall Student thinking maps FCIM assessments	
		5E.3. Teacher knowledge of explicit instruction for scaffolded reading Strategies using guided reading and center activities	5E.3 PLC on explicit instruction PLC on scaffolding reading Strategies PLC on guided reading and Proper use of center activities	5E.3 School coaches District staff Classroom teachers	5E.3 Classroom visitations Lesson Plans Assessments Analysis of assessment for next steps	5E.3 classroom observations (formal and informal) Benchmark results Scrimmage results Student thinking maps FCIM assessments	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Math ematics Goals	Problem-Solving Process to Increase Student Achievement						
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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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<u>Mathematics Goal #1a:</u> <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>					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p><u>Mathematics Goal #1b:</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>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		

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Mathematics Goal #3a:	<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>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b:	<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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		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	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>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</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.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						

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<p><u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</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>					

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

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	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

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: <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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2:	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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<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		

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4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: <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>					
		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 End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
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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		
1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra 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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra Goal #3A: <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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B: <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> 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.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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Algebra Goal #3C: <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>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: <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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra Goal #3E:</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>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

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

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

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		2.3	2.3	2.3	2.3	2.3	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target							
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</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>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community						
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(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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	Thinking Map Trainer	All WRES teachers	August 17, Sept 4, 19 Oct. 3, 17 Nov 7 Jan 23 Feb	Student thinking maps will be shared at grade level meetings	Principal Math coach
Explicit instruction	K-5	School Coaches	All math teachers K-5	Ongoing throughout the school year	Book study with <u>Explicit Instruction</u> by Anita Archer, teachers use explicit instruction in classrooms	Principal Math coach
Common core math standards	K-2	Math Coach	All math teachers K-2	Sept. 27, 28, 2012	Classroom focus walks	Principal School coaches
Common core math practices standard	K-5	School Coaches	All math teachers	TBA	Classroom focus walks	Principal Math Coach
Common Board Configuration	K-5	School Coaches	All WRES teachers	August 16, 2012 Additional training TBA	Teachers learn the subject components for Board Configurations and its purpose	Principal School Coaches
FCIM	K-5	Instructional Coach	All WRES teachers	September 5, 2012	Teachers learn about Focus Calendars and cycles of Focus lessons that target priority benchmarks for their grade levels	Principal School Coaches
Interactive Word Walls	K-5	School Reading Coach	All teachers K-5	September 25, 2012	Article study on what an Interactive Word Wall is, how to use an interactive word wall and activities teachers can do with their word wall, modeling of some of the activities for teachers by coach	Principal Reading Coach

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Instructional core curriculum	Math Investigation/envision/Avenues	District	N/A
Thinking Maps	8 visual thinking maps	Title 3	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Brain based programs to increase math skills	envision/GIZMO/Compass Odyssey/FCAT explorer/Sum Dog	District	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
WRES math committee	Insight/learning schedules/lesson plans	District	N/A
Thinking maps	Thinking maps	Title 3	N/A
Conceptual math			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1a.1.Implementing with fidelity the new Scott Foresmann curriculum in grades K-4 and the new P-Sell curriculum in grade 5</p>	<p>1a.1.Teachers will use the 5E model to teach the new core Curriculum in grades K-5 Teachers will use the new Hands-on inquiry P-Sell curriculum in grade 5. Student will conduct hands-on Experiments. Thinking maps used by students To visualize science concepts Interactive Word Wall FCIM Lessons Common Board Configuration</p>	<p>1a.1. Thinking Map trainers Classroom teachers District science coach P-Sell coordinator Principal</p>	<p>1a.1. Classroom visitations Lesson Plans Student Thinking Maps Student responses to hands-on activities Students use word wall words in science responses FCIM re-teach or enrichment Common Board Configuration</p>	<p>1a.1. Classroom observations (formal and informal) Core curriculum assessments Next steps based on data of Assessments Science benchmarks 5th Science formatives K-4 Student thinking maps FCIM assessments Common Board Configuration</p>		
<p><u>Science Goal #1a:</u> 46%(27) of the fifth grade science students will score a 3 on FCAT science test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27%(15)</p>	<p>46%(27)</p>					
		<p>1a.2.Lack of understanding science vocabulary</p>	<p>1a.2. Implementation of science vocabulary notebook K-5 Using Marzano’s vocab sheets and thinking maps Common Board Configuration Interactive Word Wall FCIM Lessons</p>	<p>1a.2. Classroom teachers Science Committee District Science Coach Principal</p>	<p>1a.2. Classroom visitations Lesson Plans Check for daily common board configuration Student thinking maps Marzano’s vocabulary sheets in student notebook Students use word wall words in science responses</p>	<p>1a.2 Classroom observations(formal and informal) Student science notebook with science vocabulary Student thinking maps Science Assessments Assessments analyzed for next steps FCIM assessments Common Board Configuration</p>	

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		1a.3.Lack of science hands on activities	1a.3.Core curriculum used with fidelity. New core curriculum is an active hands on curriculum Use of GIZMO Use of interactive core curriculum activities ESOL students push-in to 5 th grade science class Common Board Configuration	1a.3. Classroom teachers Science Committee District Science coach District science coach Principal	1a.3. Classroom visitations Lesson Plans Check for daily common board configuration Student thinking maps Check student science interactive workbook ESOL student work found in gen-ed science class Common Board Configuration	1a.3. Classroom observations (formal and informal) Student thinking maps Science Assessments Assessments analyzed and next steps formulated Exit tickets for hands-on activities Common Board Configuration	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	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>					
		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		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. Implementing with fidelity the new Scott Foresman curriculum in grades K-4 and the new P-Sell curriculum in grade 5</p>	<p>2a.1. Teachers will use the 5E model to teach the new core Curriculum in grades K-5 Teachers will use the new Hands-on inquiry P-Sell curriculum in grade 5. Student will conduct hands-on Experiments. Thinking maps used by students To visualize science concepts Interactive Word Wall FCIM Lessons Common Board Configuration</p>	<p>2a.1. Thinking Map trainers Classroom teachers District science coach P-Sell coordinator Principal</p>	<p>2a.1. Classroom visitations Lesson Plans Student Thinking Maps Student responses to hands-on activities Students use word wall words in science responses FCIM re-teach or enrichment Common Board Configuration</p>	<p>2a.1. Classroom observations (formal and informal) Core curriculum assessments Next steps based on data of Assessments Science benchmarks 5th Science formatives K-4 Student thinking maps FCIM assessments Common Board Configuration</p>		
<p><u>Science Goal #2a:</u> 26%(15) of the fifth grade science students will score a four or higher on the FCAT science test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>9%(5)</p>	<p>26%(15)</p>					

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		2a.2.Lack of understanding science vocabulary	2a.2. Implementation of science vocabulary notebook K-5 Using Marzano's vocab sheets and thinking maps Common Board Configuration Interactive Word Wall FCIM Lessons	2a.2. Classroom teachers Science Committee District Science Coach Principal	2a.2. Classroom visitations Lesson Plans Check for daily common board configuration Student thinking maps Marzano's vocabulary sheets in student notebook Students use word wall words in science responses	2a.2 Classroom observations(formal and informal) Student science notebook with science vocabulary Student thinking maps Science Assessments Common Board Configuration Assessments analyzed for next steps FCIM Assessments	
		2a.3.Lack of science hands on activities	2a.3.Core curriculum used with fidelity. New core curriculum is an active hands on curriculum Use of GIZMO Use of interactive core curriculum activities	2a.3. Classroom teachers Science Committee District Science coach District science coach Principal	2a.3. Classroom visitations Lesson Plans Check for daily common board configuration Student thinking maps Check student science interactive workbook	2a.3. Classroom observations (formal and informal) Student thinking maps Science Assessments Assessments analyzed and next steps formulated Exit tickets for hands-on activities	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

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<p>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Science Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Science Goal #2:</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>					
		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 End-of-Course (EOC) Goals

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

<p>Biology EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 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>					
		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		

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

End of Biology EOC Goals

Science Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	Thinking Map trainers	All WRES teachers	August 17, Sept 4, 19 Oct. 3, 17 Nov 7 Jan 23 Feb	Student thinking maps will be shared at grade level meetings	Principal District science coach
P-Sell	5 th grade science teachers	P-Sell trainers	5 th grade science teachers	August 14,16,17 TBA	Lesson Plans Classroom visitations	P-Sell coordinator District science coach
Scott Foresmann new core curriculum	K-4	School science committee	Classroom teachers K-4	Monthly science committee mtgs 4 th Tuesday of the month	Agenda and minutes of science committee meetings	Science cmte chairperson Science cmte secretary

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
Thinking Maps	8 visual thinking maps	Title 3	N/A
P-Sell	P-Sell curriculum	NSF grant	N/A
Scott Foresmann	core curriculum	District	N/A Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Scott Foresmann	Interactive program in core	District	N/A
GIZMO	Interactive program	District	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps	Thinking map trainers with 8 maps	Title 3	N/A

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P-sell	P-Sell curriculum training	NSF grant	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

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

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<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>Ia.1.Lack of student knowledge of grammar, spelling and sentence syntax.</p>	<p>Ia.1. Thinking Maps Anchor lessons from DCSB writers workshop Daily 30 minute skills block Daily connection between readers/writers workshop Grade level words that students should know how to spell All teachers/ students speak in complete sentences. (contest) Common Board Configuration Interactive Word Wall</p>	<p>Ia.1. Instructional coach Classroom teachers School writing committee District literacy coach RED coach</p>	<p>Ia.1. Classroom visitations Student thinking maps Active word walls Student published writing examples Writing portfolios(genres) Common Board Configuration Interactive Word Wall</p>	<p>Ia.1. Classroom observations (formal and informal) Writing rubrics Writing prompts Student Thinking Maps Data from writing prompts determine next steps Improved spelling, grammar, and sentence syntax in writing prompts. Common Board Configuration Interactive Word Wall</p>		
<p><u>Writing Goal #1a:</u> <i>21%(12) of the students in fourth grade will achieve a level 4 or higher on FCAT Writes!</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>12%(6)</p>	<p>60%(32)</p>					
		<p>Ia.2.Fidelity of writing learning schedule used daily by writing teachers</p>	<p>Ia.2. Daily skills block instruction Daily 60 minute writers workshop Anchor lesson from DCSB DCSB writing learning schedule used daily Students using thinking maps ESOL 4th grade student push in for writing in fourth grade with gen ed. STAR students push in for writing with gen ed Common Board Configuration</p>	<p>Ia.2. Instructional coach Classroom teachers School writing committee District literacy coach RED coach</p>	<p>Ia.2. Classroom visitations Student thinking maps Active word walls Student published writing examples Writing portfolios (genres) Common Board Configuration</p>	<p>Ia.2. Classroom observations (formal and informal) Writing rubrics Writing prompts Student Thinking Maps Data from writing prompts determine next steps Improved spelling, grammar, and sentence syntax in writing prompts. Common Board Configuration</p>	

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		1a.3.Students need to be writing everyday (response to literature, writing genres, science vocabulary notebooks)	1a.3. Drop everything and write! In reading students daily write a response to literature Students science vocabulary notebooks Student writing daily in writer's workshop ESOL student push in for writing in fourth grade gen ed STAR students push in for writing in fourth grade gen ed Common Board Configuration P-SELL writing in science	1a.3. Instructional coach Classroom teachers School writing committee District literacy coach RED coach	1a.3. Classroom visitations Student thinking maps Active word walls Student published writing examples Writing portfolios (genres) Common Board Configuration	1a.3. Classroom observations (formal and informal) Writing rubrics Writing prompts Student Thinking Maps Data from writing prompts determine next steps Improved spelling, grammar, and sentence syntax in writing prompts. Common Board Configuration	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.Lack of student knowledge of grammar, spelling and sentence syntax.	1b.1. Thinking Maps Anchor lessons from DCSB writers workshop Daily 30 minute skills block Daily connection between readers/ writers workshop Grade level words that students should know how to spell All teachers/ students speak in complete sentences. (contest) Common Board Configuration Interactive Word Wall	1b.1. Instructional coach Classroom teachers School writing committee District literacy coach RED coach	1b.1. Classroom visitations Student thinking maps Active word walls Student published writing examples Writing portfolios(genres) Common Board Configuration Interactive Word Wall	1b.1. Classroom observations (formal and informal) Writing rubrics Writing prompts Student Thinking Maps Data from writing prompts determine next steps Improved spelling, grammar, and sentence syntax in writing prompts. Common Board Configuration Interactive Word Wall		
<u>Writing Goal #1b:</u> <i>The number of WRES fourth graders scoring a 4.0 or higher in writing will increase from</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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		1b.2.Fidelity of writing learning schedule used daily by writing teachers	1b.2. Daily skills block instruction Daily 60 minute writers workshop Anchor lesson from DCSB DCSB writing learning schedule used daily Students using thinking maps ESOL 4 th grade student push in for writing in fourth grade with gen ed. STAR students push in for writing with gen ed Common Board Configuration	1b.2. Instructional coach Classroom teachers School writing committee District literacy coach RED coach	1b.2. Classroom visitations Student thinking maps Active word walls Student published writing examples Writing portfolios (genres) Common Board Configuration	1b.2. Classroom observations (formal and informal) Writing rubrics Writing prompts Student Thinking Maps Data from writing prompts determine next steps Improved spelling, grammar, and sentence syntax in writing prompts. Common Board Configuration	
		1b.3. Students need to be writing everyday (response to literature, writing genres, science vocabulary notebooks)	1b.3. Drop everything and write! In reading students daily write a response to literature Students science vocabulary notebooks Student writing daily in writer's workshop ESOL student push in for writing in fourth grade gen ed STAR students push in for writing in fourth grade gen ed Common Board Configuration P-SELL writing in science	1b.3. Instructional coach Classroom teachers School writing committee District literacy coach RED coach	1b.3. Classroom visitations Student thinking maps Active word walls Student published writing examples Writing portfolios (genres) Common Board Configuration	1b.3. Classroom observations (formal and informal) Writing rubrics Writing prompts Student Thinking Maps Data from writing prompts determine next steps Improved spelling, grammar, and sentence syntax in writing prompts. Common Board Configuration	

Writing Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each</p>							
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT writes!	4 th grade	Melvin Davis	4 th grade writing teachers, instructional coach, ,Principal	September 7, 2012	Information presented will be seen in lesson plans	Instructional coach Principal
Thinking Maps	K-5	Thinking Map trainers	All WRES teachers	August 17, Sept 4, 19 Oct. 3, 17 Nov 7 Jan 23 Feb	Student thinking maps will be shared at grade level meetings	Principal Instructional coach
Grammar and conventions	K-5	Instructional coach	Writing committee	Monthly writing committee meeting 3 rd Tuesday of the month	Improved grammar and convections in student writing	Principal Instructional 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
DCSB Writing Learning schedule	Learning schedule	District	N/A
Writer’s Workshop Model	America’s Choice	District	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Using 6 pt rubric grade last year’s FCAT Writes! Prompts	CD from FLDOE of last years prompts	FLDOE	N/A
Anchor Papers	Riverdeep	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps	8 visual thinking maps	Title 3	N/A

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FCAT Writes! training	State instructor	District	N/A
Using the Anchor papers to score	Riverdeep, Instructional Coach	District	N/A
Grammar and Conventions	Learning Schedule, Instructional Coach, Vertical Alignment	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

* 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		

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

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

Civics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

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

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Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>U.S. History 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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	<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	

U.S. History Professional Development

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<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1.Communication with the parents about the importance of students being to school on time and present every day.</p>	<p>1.1Student who have 3 or more unexcused absences will receive a letter stating the importance of school attendance. Guidance counselor to target top “offenders” for tardy and absences. Check on children and families to improve attendance. After 5 unexcused absences the student will be referred to the AIT. Awards will be presented per student for perfect attendance. Each awards assembly (9wks) students can earn charm for attendance on his/her awards necklace. Reward families with gift card for most improved attendance each nine weeks. School monthly newsletter stress importance of attendance in school. Daily check-ins with guidance counselor for students with 30 or more tardies-weekly/ monthly rewards</p>	<p>1.1.Classroom teacher CRT Guidance counselor AIT team Volunteer Liaison Principal</p>	<p>1.1.CRT will run monthly attendance/tardy reports to monitor student absences and tardies. CRT will give list to guidance counselor twice a month to monitor and communicate with families. Guidance counselor and Principal will meet monthly to discuss absenteeism and tardiness issues.</p>	<p>1.1.Reduction of absences and tardies looking at monthly reports. Results from AIT meetings Reduction of absences and tardies on CRT reports by 20%. School monthly newsletter.</p>		
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<p>Attendance Goal #1:</p> <p><i>Reduce the number of students absent ten days or more by 20%.</i></p> <p>From 46% (158) To 26% (48)</p> <p>Reduce the number of students with 10 or more tardies</p> <p>From 25 % (84) To 20% (67)</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	93.6%	95%					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	46%	26%					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	84 25%	67 20%					
		<p>1.2.Parents not adhering to district/state attendance policies</p>	<p>1.2.At PTA monthly board meeting discuss how to help parents get children to school daily and on time.</p>	<p>1.2.PTA President PTA Board Principal</p>	<p>1.2.At PTA general meeting stress the importance of children coming to school daily and on time. PTA face book page emphasizing Importance of attendance in school.</p>	<p>1.2.Reduction of absences and tardies on monthly reports starting in October 2012.</p>	

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		1.3. Volunteer Liaison finding volunteers who can be paired with children who have attendance issues	1.3. Volunteer meets with selected students twice a month to check on "how the student is doing in school with attendance.	1.3. Volunteer Liaison Guidance Counselor Volunteers	1.3. Track the selected students Attendance and tardies. Monitor the meetings between Volunteer and student.	1.3. Reduction of absences and tardies on monthly reports starting in October 2012.	
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Importance of accurate attendance records	K-5 teachers	Principal	All WRES homeroom teachers	September 2012	Analysis of daily attendance Month attendance reports	CRT Guidance Counselor
Communicate with parents	K-5 teachers	Principal	All WRES teachers	September 2012	More parent involvement at school PTA membership increase Volunteer membership increase	PTA Volunteer Liaison Teachers
Guidance counseling for attendance issues	K-5	Guidance counselor	All WRES students	Sept. 2012 ongoing	Counseling can determine root of attendance issues	Guidance counselor

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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
Attendance topic articles in school newsletter	Monthly newsletter	School	\$450.00
Gift cards	Volunteer Liaison get cards from local business	Community businesses	TBA
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Oncourse attendance program	Daily attendance	District	N/A
3 day and 5 day absent letter	Microsoft word	District	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Staff understanding of community culture	Connecting with parents	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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)).

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Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.Keeping fidelity of school wide discipline program of Foundations and CHAMPS.	1.1.Implementations of school wide CHAMPS strategies on a daily basis in all classrooms. New clip chart to track student Behavior. New classroom referral and new moderate/severe school referral New classroom referral in Spanish.	1.1.Teachers Staff Principal	1.1.CHAMPS charts posted in classrooms for transitions and activities. New clip chart posted in all classrooms. New classroom referral used by school. New school referral used by school New Spanish classroom referral used by classrooms	1.1.Reduction of number of referrals written.		
Suspension Goal #1: <i>Reduce the number of suspensions and in school suspensions by 10%.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	15	13					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	9	7					

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	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	26	20					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	17	14					
		1.2.Analyze 2011-2012 referrals by grade and offense to determine patterns of student misconduct	1.2.To determine patterns of student misconduct	1.2.Guidance counselor Principal Teachers	1.2.Collect data and analyze the 214 school referrals into infractions and grade levels Look for a common pattern of offenses.	1.2.Spreadsheet listing referrals by infractions and grade levels. Identify patterns and determine next steps.	
		1.3.Children reacting to situations without understanding options for self control.	1.3.Small group counseling using Student Success Skills by guidance counselor School wide peer mediation program Implementation of bully free program	1.3.Guidance counselor Teachers	1.3.Monitor Student success skills Program Monitor and track peer mediation program Survey children on "bullying", Collect data and analyze for next steps	1.3.Monitor number of school referrals	

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Peer Mediation	K-5	Guidance counselor	School wide	Fall 2012	Monitor number of students who need peer mediation	Guidance counselor
Foundation Training	K-5	Foundation committee	School wide	October 2012	Analyze referrals, implement new cafeteria plan	Foundation cmte chairperson

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
Positive reinforcement	Foundation	District	N/A
Peer mediation curriculum	DCSB	District	N/A
Bully Free Guidance program	DCSB	District	N/A Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Genesis program	Monitors # of in-school and out of school suspensions	District	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Foundations	Classroom management	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase positive choices	Student of the month bulletin board	school	50.00
	Award Necklace 4x's per year	school	\$1,000.00 Subtotal:

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Total:			
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End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.1.Lack of parent involvement in child’s school.</p>	<p>1.1.Encourage parents to communicate with teachers using the student planner. Send monthly school newsletter with upcoming events. Attend Open House Encourage joining PTA Encourage joining PTA board Encourage attending PTA general meetings Encourage joining SAC Encourage becoming a homeroom mom or dad Encourage joining All Pro Dads</p>	<p>1.1.Classroom teachers Guidance Counselor Principal School coaches PTA officers SAC members All Pro Dad’s President</p>	<p>1.1.Notes from teachers and parents found in student planner Monthly newsletter sent home first of the month Invitation to parents to join PTA PTA facebook page lists board meetings and general meetings Invitation to parents to become room mom or dad PTA facebook page lists All Pro Dads meetings Invitation to attend SAC monthly meetings</p>	<p>1.1.Increase communication between teachers and parents monitored in student planner Increase in PTA membership Increase in attendance at PTA board/general meetings from sign in sheet Increase in attendance to SAC meeting from sign in sheet Increase in attendance of SAC meetings from sign in sheet</p>		

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<p><i>In 2012-2013 to increase the PTA membership to 80%.</i></p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p>80% (272)</p>					
		<p>1.2. Some parents do not speak or understand English (ESOL population)</p>	<p>1.2. use of Trans Act for teachers and office to use to help parents understand needed information. ESOL paraprofessionals help translate Spanish to English. Classroom referral has been translated into Spanish.</p>	<p>1.2. Classroom teachers Office Staff ESOL paraprofessionals</p>	<p>1.2. Office staff will keep record of forms not returned and notify the classroom teacher if specific forms are not on file.</p>	<p>1.2. TransAct allows needed forms to return to school.</p>	
		<p>1.3. Increase the number of community volunteers at WRES</p>	<p>1.3. Invite community to volunteer via PTA/SAC Volunteer Liaison position established to go into community to seek out volunteers.</p>	<p>1.3. PTA president SAC chairperson Volunteer Liaison Principal</p>	<p>1.3. Increase in the number of volunteers from the increase number of volunteer hours in Volunteer report.</p>	<p>1.3. Increase of volunteers in the building Award the "Golden Apple" for increase of volunteers from DCSB</p>	

Parent Involvement Professional Development

<p>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.</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student performances	K-5	Principal	parents	August 17, Sept. 6, Dec.8, May 2013	If students perform parents will come to school.	Principal, PTA president

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
Volunteer Liaison	Goes into community to increase volunteer support of school	district	\$12,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

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

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	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 <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Additional Goal(s)

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

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

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<p>1. Additional Goal</p>	<p>1.1. No drainage system for the entire city block that WRES sits on</p>	<p>1.1. City of Jacksonville installs a proper drainage system for city block</p>	<p>1.1. City of Jacksonville JEA District Maintenance</p>	<p>1.1. Water drained properly on city block</p>	<p>1.1. Land is not saturated with water On city block.</p>		
<p><u>Additional Goal #1:</u> <i>Safety Goal A drainage system for the WRES campus.</i></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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		1.2. Pumps in WRES cellar set on a timer	1.2 Pumps on a timer would start drainage system.	1.2. District maintenance	1.2. Water pumped out of building on a timer so drainage begins earlier	1.2. Pumps pumping water out of WRES cellar on a timer	
		1.3. Run off water directed in another direction other than handicap parking and front parking lot	1.3. Run off water in a new directions would eliminate people falling in handicap area and front parking lot	1.3. District maintenance	1.3. No more water in handicap and front parking lots	1.3. Dry handicap parking and front parking lots	

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total:

eva

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	X Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X 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.

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Describe the projected use of SAC funds.	Amount