FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Umatilla Elementary	District Name: Lake
Principal: Mrs. Debra Rogers	Superintendent: Dr. Susan Moxley
SAC Chair: Kristin Thompson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Mrs. Debra Rogers	BA in Elementary Ed MA in Elementary Ed. Certifications include: Elementary Education, School Principal	4	10	**Umatilla Elementary School – Principal** 2011-2012 Grade: B Reading: 60% of students reading at or above grade level; 68% of students making a year's worth of progress in reading; Math: 56% of students at or above grade level; 69% of students making a year's worth of progress; Writing: 79% of students met state standards in writing Science: 47% of students at or above grade level AYP: No **Umatilla Elementary School - Principal** 2010-2011 Grade: A Reading: 79% of students reading at or above grade level; 67% of students making a year's worth of progress in reading; 67% of struggling students making a year's worth of progress in reading Math: 77% of students at or above grade level; 67% of students making a year's worth of progress; 70% of struggling students making a year's worth of progress in math Writing: 87% of students met state standards in writing Science: 72% of students at or above grade level AYP: No **Umatilla Elementary School – Assistant Principal** 2009-2010 Grade: A Reading: 83% of students reading at or above grade level; 72% of students making a year's worth of progress in reading; 52% of struggling students making a year's worth of progress in reading Math: 79% of students at or above grade level; 62% of students making a year's worth of progress; 59% of struggling students making a year's worth of progress in math Writing: 76% of students met state standards in writing Science: 67% of students at or above grade level

					AYP: No **Mount Dora High School – Assistant Principal** 2008-2009 Grade: C 2007-2008 Grade: B 2006-2007 Grade: C 2005-2006 Grade: C
Assistant Principal	Mr. William Gagnon	BA in History/Social Studies Ed. MA in Educational Leadership	1	10	**Umatilla Elementary School – Assistant Principal** 2011-12 Grade: B Reading: 60% of students reading at or above grade level; 68% of students making a year's worth of progress in reading; Math: 56% of students at or above grade level; 69% of students making a year's worth of progress; Writing: 79% of students met state standards in writing Science: 47% of students at or above grade level AYP: No **Eustis High School - Assistant Principal** 2010-2011 Grade: B Reading: 46% of students reading at or above grade level; 47% of students making a year's worth of progress in reading; 41% of struggling students making a year's worth of progress in reading Math: 71% of students at or above grade level; 70% of students making a year's worth of progress; 61% of struggling students making a year's worth of progress in math Writing: 68% of students met state standards in writing Science: 68% of students at or above grade level AYP: No **Eustis High School - Assistant Principal** 2009-2010 Grade: B **Carver Middle School - Assistant Principal** 2008-2009 Grade: A **Eustis High School - Assistant Principal** 2007-2008 Grade: C 2006-2007 Grade: D 2005-2006 Grade: C

					2004-2005 Grade: C

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Kimberly Jo McCarraher	BA in Elementary Ed. Certifications: Elementary Education & Early Childhood, ESE K-12 Endorsements: ESOL (300 hrs.), Reading K-12	6	2	2011-12 Umatilla Elementary, B School, AYP –no Reading Proficiency 60%, Math 56% Writing 79%, AYP - no 2010-11 Umatilla Elementary, A school, AYP – no. Reading proficiency 70%, Math 77%, Writing 87% 2009-10 Umatilla Elementary, A school, AYP – no. Reading proficiency 83%, Math 79%, Writing 76% 2008-09 Umatilla Elementary, A school, AYP – yes Reading proficiency 83%, Math 84 %, Writing 83% 2007-08 Umatilla Elementary, A school, AYP – no. Reading proficiency 81%, Math 79%, Writing 63%
Curriculum Resource Teacher	Tia Gruetzmacher	BA in Humanities/Liberal Arts, Elementary Education K-6; ESOL (300 hrs.) Endorsed, National Board Certified	4	2	2011-12 Umatilla Elementary, B School, AYP –no Reading Proficiency 60%, Math 56% Writing 79%, AYP - no 2010-11 Umatilla Elementary, A school, AYP – no Reading proficiency 70%, Math 77%, Writing 87% 2009-10 Umatilla Elementary, A school, AYP – no. Reading proficiency 83%, Math 79%, Writing 76% 2008-09 Umatilla Elementary, A school, AYP – yes Reading proficiency 83%, Math 84 %, Writing 83% 2007-08 Umatilla Elementary, A school, AYP – no. Reading proficiency 81%, Math 79%, Writing 63%

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Each candidate is screened and interviewed with special consideration to recommendations and references.	Principal, Mrs. Rogers	On-going
2. Regular meetings of new teacher with Principal	Principal, Mrs. Rogers	On-going
3. Partnering new teacher with veteran staff and/or mentor	Assistant Principal, Mr. Gagnon	On-going
4. Weekly Grade Level and Vertical Team Meetings	Grade Chair, Administrators	On-going

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	NA	4% (2)	31% (15)	57% (28)	53% (26)	100% (49)	8% (4)	12% (6)	94% (46)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
David Gantz	Kimberly Jo McCarraher, Literacy Coach Tia Gruetzmacher, Curriculum Resource Teacher; Sharron Kennedy, Media Specialist	Shared planning time Specials Grade Chair	Monthly meetings will take place during teacher's planning.
Pam Simmons	Belinda Fuqua	School ESE specialist	Weekly meetings.

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Additional Requirements

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

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Debra Rogers, Principal; William Gagnon, Assistant Principal; Cheryl Cole, Guidance Counselor; Tia Gruetzmacher, Curriculum Resource Teacher; Kimberly J. McCarraher, Literacy Coach; Sue Robinson, School Psychologist.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Teachers refer students for MTSS and meetings are scheduled accordingly. Assessment results are analyzed and interventions are set in place. The team convenes 4-6 weeks later to review results (previous data and meeting notes, current data, to help determine area of deficiency) and make adjustments to interventions as necessary. Fidelity assurance roles will be assigned and follow-up meeting dates will be scheduled. All grade level teams and administrative teams have been trained in the MTSS Process and work closely with Guidance, Literacy Coach and the Curriculum Resource Teacher in providing interventions and monitoring of students.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? In an effort to improve student performance in the areas of curriculum and behavior, the MTSS team meets one time per 9 weeks with each grade level to discuss and analyze data for all students. The MTSS team can pinpoint areas of concern for students and school as a whole and consequently take action to address those needs in the school improvement plan.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The curriculum team at Umatilla Elementary School has created a notebook system to organize data for each teacher. Teachers keep detailed records pertaining to student progress. Data included in the notebooks are: FCAT scores, progress monitoring scores, FAIR and EduSoft results. Data sources for behavior issues include referral data, Teacher/Guidance/Psychologist observations.
Describe the plan to train staff on MTSS. Guidance Counselor presents an in-service each year to update and train teachers on the RtI forms, processes and procedures. On-going professional development will be provided during teachers' common planning time. District staff will provide on-going training and support as needed.
Describe the plan to support MTSS. On-going support will be provided to classroom teachers. The MTSS Team will meet regularly with classroom teacher to review student data and progress and decide the appropriate curriculum and intervention for each student.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Debra Rogers, Principal; William Gagnon, Assistant Principal; Cheryl Cole, Guidance Counselors; Belinda Fuqua, ESE Specialist; Tia Gruetzmacher, Curriculum Resource Teacher; Kimberly J. McCarraher, Literacy Coach
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT meets each Monday morning to discuss literacy needs, goals and strategies to achieve the highest level of literacy in every grade level. Administration drives instruction by providing data analysis and providing training opportunities as needed. The Literacy Coach implements school, district and state literacy initiatives and trains teachers through classroom modeling and grade level meetings. The guidance counselor and the ESE Specialist place students in appropriate programs based on need and status of eligibility. The Curriculum Resource Teacher maintains that Curriculum BLUEPRINTS/Maps and pacing guides are in place and being implemented accordingly.
What will be the major initiatives of the LLT this year?   Major initiatives for 2012-13 include Thinking Map strategies to build a common language throughout each grade level and subject. Utilizing Close Reading and Task Cards to support teachers and students as they interact, practice, and deepen knowledge is another initiative that will be implemented.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
   Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

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*High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: In 2012, 34% (104) students achieved a proficiency level 3 in reading. Our goal for 2013 is for 38% of students to score at a level 3.	2012 Current Level of Performance:* 34% (104) Gr. 3 – 32% (35) Gr. 4 – 42% (38) Gr. 5 - 27% (31)	2013 Expected Level of Performance:* 38%	1A.1. Implementation of new instructional methods	1A.1. Increase the effectiveness of instruction through the implementation of Thinking Maps Utilize Close Reading and Task Cards	1A.1. Administrators Literacy Coach CRT Classroom Teachers	1A.1. Effectiveness will be determined by monitoring student progress through FAIR and Mini Benchmark assessments. Classroom walkthroughs Lesson Plans	1A.1. FAIR Benchmark Assessments FCAT
			1A.2. Accountability to NGSS while preparing for CCSS	1A.2. Professional Learning Communities Grade Level Planning	1A.2. Administrators Literacy Coach CRT	1A.2. Data Chats Classroom walkthroughs	1A.2. FAIR Benchmark Assessments FCAT
			1A.3. Student Motivation	1A.3. Provide school-wide Student Teams Achieving Reading Success (STARS) groups to address specific needs of all students based on data analysis. Establish monthly reading goals per grade level for reading incentive program to encourage students to read.	1A.3. Administrators Literacy Coach CRT Classroom Teachers	1A.3. Classroom walkthroughs during STARS Evaluate number of students reaching goals through Accelerated Reader and Student Reading Logs	1A.3. FAIR Benchmark Assessments FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: **In 2012, 26% (82) students achieved above proficiency in reading. Our goal for 2013 is 27%.**	2012 Current Level of Performance:* 26% (82) Gr. 3 – 23% (25) Gr. 4 – 29% (26) Gr. 5 – 27% (31) / 2013 Expected Level of Performance:* 27%	2A.1. Implementation of new instructional methods	2A.1. Increase the effectiveness of instruction through the implementation of Thinking Maps Utilize Close Reading and Task Cards	2A.1. Administrators Literacy Coach CRT Classroom Teachers	2A.1. Effectiveness will be determined by monitoring student progress through FAIR and Mini Benchmark assessments Classroom walkthroughs Lesson Plans	2A.1. FAIR Benchmark Assessments FCAT
		2A.2. Accountability to NGSS while preparing for CCSS	2A.2. Professional Learning Communities Grade Level Planning	2A.2. Administrators Literacy Coach CRT	2A.2. Data Chats Classroom Walkthroughs	2A.2. FAIR Benchmark Assessments FCAT
		2A.3. Student Motivation	2A.3. Provide school-wide Student Teams Achieving Reading Success (STARS) groups that will challenge students with high complexity rigorous tasks in science and social studies and novels. Establish monthly reading goals per grade level for reading incentive program to encourage students to read.	2A.3. Administrators Literacy Coach CRT Classroom Teachers	2A.3. Classroom walkthroughs during STARS Evaluate number of students reaching goals through Accelerated Reader and Student Reading Logs	2A.3. FAIR Benchmark Assessments FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Implementation of new instructional methods	3A.1. Increase the effectiveness of instruction through the implementation of Thinking Maps Utilize Close Reading and Task Cards	3A.1. Administrators Literacy Coach CRT Classroom Teachers	3A.1. Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments Classroom walkthroughs Lesson Plans	3A.1. FAIR Benchmark Assessments FCAT
Reading Goal #3A: In 2012 67% (214) students made learning gains. Our goal for 2013 is 70%.	2012 Current Level of Performance:* 67% (214)	2013 Expected Level of Performance:* 70%					
			3A.2. Accountability to NGSS while preparing for CCSS	3A.2. Professional Learning Communities Grade Level Planning	3A.2. Administrators Literacy Coach CRT	3A.2. Data Chats Classroom walkthroughs	3A.2. FAIR Benchmark Assessments FCAT
			3A.3. Student motivation	3A.3. Provide school-wide Student Teams Achieving Reading Success (STARS) groups to address specific needs of all students based on data analysis. Establish monthly reading goals per grade level for reading incentive program to encourage students to read.	3A.3. Administrators Literacy Coach CRT Classroom Teachers	3A.3. Classroom walkthroughs during STARS Evaluate number of students reaching goals through Accelerated Reader and Student Reading Logs	3A.3. FAIR Benchmark Assessments FCAT
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: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Implementation of new instructional methods	4A.1. Increase the effectiveness of instruction through the implementation of Thinking Maps Utilize Close Reading and Task Cards	4A.1. Administrators CRT Literacy Coach Classroom Teacher	4A.1. Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments Classroom walkthroughs Lesson Plans	4A.1. FAIR Benchmark Assessments FCAT
Reading Goal #4A: In 2012, 63% (78) students made learning gains. Our goal for 2013 is 69%.	2012 Current Level of Performance:* 63% (78)	2013 Expected Level of Performance:* 69%					
			4A.2. Accountability to NGSS while preparing for CCSS	4A.2. Professional Learning Communities Grade Level Planning	4A.2. Administrators Literacy Coach CRT	4A.2. Data Chats Classroom walkthroughs	4A.2. FAIR Benchmark Assessments FCAT
			4A.3. Student Motivation Student mastery of grade level expectations	4A.3. After School Tutoring Provide school-wide Student Teams Achieving Reading Success (STARS) groups to address specific needs of all students based on data analysis. Establish monthly reading goals per grade level for reading incentive program to encourage students to read.	4A.3. Administrators Literacy Coach CRT Classroom Teachers	4A.3. Classroom walkthroughs during STARS Evaluate number of students reaching goals through Accelerated Reader and Student Reading Logs	4A.3. FAIR Benchmark Assessments FCAT
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	TEAM Marzano Strategies Common Board Data Chats Reading/Math After School Tutoring 3-5 STEM	AMO Target: 65% Training CCSS 2-5 Continue NGSS PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science 3-5 Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Math Lab 2-5 Computer Lab 2-5 FCAT Reading/Math/Writing After School Tutoring 3-5 STEM	AMO Target: 69% Continue Training CCSS 3-5 Implement CCSS 2nd grade Continue NGSS PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science 3-5 Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab 1-5 Computer Lab 1-5 FCAT Reading/Math/Writing After School Tutoring 3-5 STEM Teen Trendsetters Reading Mentors-Barbara Bush Foundation for Family Literacy: after school tutoring for 2nd and 3rd graders	AMO Target: 72% Implement CCSS 3-5 PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab K-5 Computer Lab K-5 PARCC After School Tutoring STEM	AMO Target: 76% PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab K-5 Computer Lab K-5 PARCC After School Tutoring STEM Smart Boards 3-5	AMO Target: 79% PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab K-5 Computer Lab K-5 PARCC After School Tutoring STEM Smart Boards K-2
Reading Goal #5A: Our teachers and students will be equipped with the necessary tools to become successful critical thinkers, problem solvers, and decision makers.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. Implementation of new instructional methods	5B.1. Increase the effectiveness of instruction through the implementation of Thinking Maps t Utilize Close Reading and Task Cards	5B.1. Administrators CRT Literacy Coach Classroom Teacher	5B.1. Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments Classroom walkthroughs Lesson Plans	5B.1. FAIR Benchmark Assessments FCAT	
Reading Goal #5B: In 2012, 39% White students, 64% Black students, and 42% Hispanic students did not make satisfactory progress in reading.	2012 Current Level of Performance:* White: 39% Black: 64% Hispanic:42% Asian: American Indian:	2013 Expected Level of Performance:* White: 33% Black: 47% Hispanic:40% Asian: American Indian:						

		5B.2. Accountability to NGSS while preparing for CCSS	5B.2. Professional Learning Communities Grade Level Planning	5B.2. Administrators Literacy Coach CRT	5B.2. Data Chats Classroom walkthroughs	5B.2. FAIR Benchmark Assessments FCAT
		5B.3. Student Motivation	5B.3. Provide school-wide Student Teams Achieving Reading Success (STARS) groups to address specific needs of all students based on data analysis.	5B.3. Administrators Literacy Coach CRT Classroom Teachers	5B.3. Classroom walkthroughs during STARS	5B.3. FAIR Benchmark Assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Implementation of new instructional methods	5C.1. Increase the effectiveness of instruction through the implementation of Thinking Maps t Utilize Close Reading and Task Cards	5C.1. Administrators CRT Literacy Coach Classroom Teacher	5C.1. Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments Classroom walkthroughs Lesson Plans	5C.1. FAIR Benchmark Assessments FCAT
Reading Goal #5C: In 2012, 56% of our English Language Learners did not make satisfactory progress in reading.	2012 Current Level of Performance:* 56%	2013 Expected Level of Performance:* 54%					
			5C.2. Accountability to NGSS while preparing for CCSS	5C.2. Professional Learning Communities Grade Level Planning	5C.2. Administrators Literacy Coach CRT	5C.2. Data Chats Classroom walkthroughs	5C.2. FAIR Benchmark Assessments FCAT
			5C.3. Limited oral language skills Student mastery of grade level expectations Lack of background knowledge to make connections to literature	5C.3. Provide school-wide Student Teams Achieving Reading Success (STARS) groups to address specific needs of all students based on data analysis. Establish monthly reading goals per grade level for reading incentive program to encourage students to read. ELL Assistant will support students in the classroom as needed.	5C.3. Administrators Literacy Coach CRT Classroom Teachers	5C.3. Classroom walkthroughs during STARS Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments	5C.3. FAIR Benchmark Assessments FCAT
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Implementation of new instructional methods	5D.1. Increase the effectiveness of instruction through the implementation of Thinking Maps Utilize Close Reading and Task Cards	5D.1. Administrators CRT Literacy Coach Classroom Teacher	5D.1. Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments Classroom walkthroughs Lesson Plans	5D.1. FAIR Benchmark Assessments FCAT
Reading Goal #5D: In 2012, 73% of Students with Disabilities did not make satisfactory progress in reading. Our goal for 2013 is 62%.	2012 Current Level of Performance:* 73%	2013 Expected Level of Performance:* 62%					
			5D.2. Accountability to NGSS while preparing for CCSS	5D.2. Professional Learning Communities Grade Level Planning	5D.2. Administrators Literacy Coach CRT	5D.2. Data Chats Classroom walkthroughs	5D.2. FAIR Benchmark Assessments FCAT

				ESE Specialist		
		5D.3. Varied readiness Students in need of extensive interventions and remediation	5D.3. Correlate interventions with the outcome reading Individual Education Plan leaning goals.	5D.3. Administrators Literacy Coach CRT ESE Specialist	5D.3. Monitor progress through assessments, authentic work samples and classroom walkthroughs	5D.3. FAIR Benchmark Assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: In 2012, 44% of our Economically Disadvantaged students did not make satisfactory progress in reading. Our goal for 2013 is 41%.	2012 Current Level of Performance:* 44%	2013 Expected Level of Performance:* 41%	5E.1. Implementation of new instructional methods	5E.1. Increase the effectiveness of instruction through the implementation of Thinking Maps Utilize Close Reading and Task Cards	5E.1. Administrators CRT Literacy Coach Classroom Teacher	5E.1. Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments Classroom walkthroughs Lesson Plans	5E.1. FAIR Benchmark Assessments FCAT
			5E.2. Accountability to NGSS while preparing for CCSS	5E.2. Professional Learning Communities Grade Level Planning	5E.2. Administrators Literacy Coach CRT	5E.2. Data Chats Classroom walkthroughs	5E.2. FAIR Benchmark Assessments FCAT
			5E.3. Student Motivation Lack of background knowledge	5E.3. Provide school-wide Student Teams Achieving Reading Success (STARS) groups to address specific needs of all students based on data analysis.	5E.3. Administrators Literacy Coach CRT Classroom Teachers	5E.3. Classroom walkthroughs during STARS Effectiveness will be determined by monitoring student progress through FAIR and Benchmark assessments	5E.3. FAIR Benchmark Assessments FCAT

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	Katie Pearson	School-wide	August 14 October 19	Classroom walkthroughs Lesson Plans Teacher Observation/Evaluation	Administrators
Mini Benchmark Assessment Training	Reading/Math, Grades 3-5	Beth Getchell	3-5 Teachers	August 29	Grade Level Data Chats	Administrators
Brain Based Researched	K-5	Nina Kuhn	School-wide	September 5	TEAM Classroom walkthroughs	Administrators
Reading	K-5	Kevin Smith, DOE	School-wide	October 31	TEAM Classroom walkthroughs	Administrators

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
FCAT After school tutoring, 3-5	FOCUS: skill based reading	SAI	$700.00
			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
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: Based on the CELLA results for 2011-2012 school year 45% of students were proficient in listening/speaking. For the 2012-2013 school year the goal is for at least 48% of students to be proficient.	2012 Current Percent of Students Proficient in Listening/Speaking: 45% (14).	1.1. Limited ESOL assistant time (number of students vs. number of hours for assistant)	1.1. No added duties for the ESOL assistant ESOL assistance during the designated STARS intervention times each day	1.1. Administration CRT Classroom Teacher ESOL Assistant	1.1. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	1.1. CELLA Mini Benchmark Data FAIR Scores FCAT LBA's
		1.2. Being able to assist students without resulting in missed classroom instruction.	1.2. Use of Rosetta Stone ESOL assistance during the designated STARS intervention times each day	1.2. Administration CRT Classroom Teacher ESOL Assistant	1.2. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	1.2. CELLA Mini Benchmark Data FAIR Scores FCAT LBA's
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: Based on the CELLA results for 2011-2012 school year 19% of students were proficient in reading. For the 2012-2013 school year the goal is for at least 22% of students to be proficient.	2012 Current Percent of Students Proficient in Reading: 19% (6)	2.1. Limited ESOL assistant time (number of students vs. number of hours for assistant)	2.1. No added duties for the ESOL assistant ESOL assistance during the designated STARS intervention times each day	2.1. Administration CRT Classroom Teacher ESOL Assistant	2.1. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	2.1. CELLA Mini Benchmark Data FAIR Scores FCAT LBA's
		2.2. Being able to assist students without resulting in missed classroom instruction.	2.2. Use of Rosetta Stone ESOL assistance during the designated STARS intervention times each day Implementation of Thinking Maps	2.2. Administration CRT Classroom Teacher ESOL Assistant	2.2. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	2.2. CELLA Mini Benchmark Data FAIR Scores FCAT LBA's

		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: Based on the CELLA results for 2011-2012 school year 10% of students were proficient in writing. For the 2012-2013 school year the goal is for at least 13% of students to be proficient.	2012 Current Percent of Students Proficient in Writing : 10% (3)	2.1. Limited ESOL assistant time (number of students vs. number of hours for assistant)	2.1. No added duties for the ESOL assistant ESOL assistance during the designated STARS intervention times each day	2.1. Administration CRT Classroom Teacher ESOL Assistant	2.1. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	2.1. CELLA Mini Benchmark Data FAIR Scores FCAT LBA's
		2.2. Being able to assist students without resulting in missed classroom instruction.	2.2. No added duties for the ESOL assistant ESOL assistance during the designated STARS intervention times each day	2.2. Administration CRT Classroom Teacher ESOL Assistant	2.2. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	2.2. CELLA Mini Benchmark Data FAIR Scores FCAT LBA's
		2.3. Limited English Language skills impede written communication and grammar.	2.3. Monthly Prompts Thinking Maps	2.3. Administration CRT Classroom Teacher ESOL Assistant	2.3. Master Schedule Data Reviews Lesson Plans Classroom Walkthroughs	2.3. CELLA Prompt Scores LBA's

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Applying/Connecting the classroom to the real world	1A.1. Thinking Maps Task Cards Blueprints STEM Math Labs	1A.1. Administration CRT/LC Classroom Teacher	1A.1. Lesson Plans Classroom Walkthroughs	1A.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #1A: Based on the 2012 school data reports 32% (100) of students scored at level 3. The goal for 2013 is 36%.	2012 Current Level of Performance:* 32% (100) Gr. 3 - 31% (34) Gr. 4 – 35% (32) Gr. 5 – 29% (34)	2013 Expected Level of Performance:* 36%					
			1A.2. Different Accountabilities NGSS CCSS	1A.2. Use of Focus Calendars PLC STEM	1A.2. Administration CRT/LC Classroom Teacher	1A.2. Data From Evaluations Data Reviews	1A.2. Mini Benchmark Assessments LBAs FCAT
			1A.3. Time Constraints during the school day	1A.3. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	1A.3. Administration CRT/LC Classroom Teacher	1A.3. Lesson Plans Classroom Walkthroughs	1A.3. Mini Benchmark Assessments LBAs FCAT
			1A.4 Opportunity to provide enrichment activities outside the core curriculum	1A.4 Continue STEM activities for 3rd 4th and 5th grade students to enhance critical thinking skills and enrich math knowledge	1A.4 Administrators STEM Instructor	1A.4	1A.4 FCAT Benchmarks Testing
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. FCAT Test on line	2A.1. Penda Math and Science Web based computer program Weekly Mini Benchmark tests	2A.1. Administration CRT/LC Classroom Teacher	2A.1. Lesson Plans Classroom Walkthroughs	2A.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #2A: Based on the 2012 school data reports 23% of students scored at level 4 and 5. The goal for 2013 is for 26%.	2012 Current Level of Performance:* 23% (73) Gr. 3 – 19% (21) Gr. 4 – 31% (28) Gr. 5 – 21% (24)	2013 Expected Level of Performance:* 26%					
			2A.2. Accountability to NGSS while preparing for CCSS	2A.2. Use of Focus Calendars PLC STEM	2A.2. Administration CRT/LC Classroom Teacher	2A.2. Lesson Plans Classroom Walkthroughs	2A.2. Mini Benchmark Assessments LBAs FCAT
			2A.3. Time constraints during the school day	2A.3. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	2A.3. Administration CRT/LC Classroom Teacher	2A.3. Lesson Plans Classroom Walkthroughs	2A.3. Mini Benchmark Assessments LBAs FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Time constraints during the school day	3A.1. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	3A.1. Administration CRT/LC Classroom Teacher	3A.1. Lesson Plans Classroom Walkthroughs	3A.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #3A: According to 2012 school data 68% of students made learning gains in Math. The goal for 2013 is to have 70% of students make learning gains in Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	68%	70%					
			3A.2. Accountability to NGSS while preparing for CCSS	3A.2 Use of Focus Calendars PLC STEM.	3A.2. Administration CRT/LC Classroom Teacher	3A.2. Lesson Plans Classroom Walkthroughs	3A.2. Mini Benchmark Assessments LBAs FCAT
			3A.3. Opportunity to provide enrichment activities outside the core curriculum	3A.3. Continue STEM activities for 3rd 4th and 5th grade students to enhance critical thinking skills and enrich math knowledge Use of Thinking Maps	3A.3. Administration CRT/LC Classroom Teacher STEM Instructor	3A.3. Lesson Plans Classroom Walkthroughs	3A.3. Mini Benchmark Assessments LBAs FCAT
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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Time constraints during the school day	4A.1. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	4A.1. Administration CRT/LC Classroom Teacher	4A.1. Lesson Plans Classroom Walkthroughs	4A.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #4A: According to the 2012 school report 59% of the students in the 25% made learning gains. Our goal for 2013 is 67%.	2012 Current Level of Performance:* 59% (46)	2013 Expected Level of Performance:* 67%					
			4A.2. Opportunity to provide remediation activities outside the core curriculum	4A.2. Math Labs Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School	4A.2. Administration CRT/LC Classroom Teacher	4A.2. Lesson Plans Classroom Walkthroughs	4A.2. Mini Benchmark Assessments LBAs FCAT
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	TEAM Marzano Strategies Common Board Data Chats Reading/Math After School Tutoring 3-5 STEM	AMO Target: 62% Training CCSS 2-5 Continue NGSS PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science 3-5 Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Math Lab 2-5 Computer Lab 2-5 FCAT Reading/Math/Writing After School Tutoring 3-5 STEM	AMO Target: 66% Continue Training CCSS 3-5 Implement CCSS 2nd grade Continue NGSS PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science 3-5 Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab 1-5 Computer Lab 1-5 FCAT Reading/Math/Writing After School Tutoring 3-5 STEM	AMO Target: 69% Implement CCSS 3-5 PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab K-5 Computer Lab K-5 PARCC After School Tutoring STEM	AMO Target: 73% PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab K-5 Computer Lab K-5 PARCC After School Tutoring STEM Smart Boards	AMO Target:77% PLCs Data Chats Deliberate Practice Thinking Maps FCIM DATA Chats Penda-Math and Science Curriculum Blueprints Task Cards Kagen Strategies Student Teams Achieving Reading Success (STARS) Lesson Studies Math Lab K-5 Computer Lab K-5 PARCC After School Tutoring STEM Smart Boards
Mathematics Goal #5A: Our teachers and students will be equipped with the necessary tools to become successful critical thinkers, problem solvers, and decision makers.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5A.1. Time constraints during the school day	5A.1. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	5A.1. Administration CRT/LC Classroom Teacher	5A.1. Lesson Plans Classroom Walkthroughs	5A.1. Mini Benchmark Assessments LBAs FCAT	
Mathematics Goal #5B: In 2012, 43% White students, 57% Black students and 47% Hispanic students did not make satisfactory progress in mathematics.	2012 Current Level of Performance:* White: 43% Black: 57% Hispanic: 47% Asian: American Indian:	2013 Expected Level of Performance:* White: 36% Black: 47% Hispanic: 45% Asian: American Indian:						
			5.A2. Opportunity to provide remediation activities outside the core curriculum	5A.2. Math Labs Utilize Mini Benchmark data for planning, remediation,	5A.2. Administration CRT/LC Classroom Teacher	5A.2. Lesson Plans Classroom Walkthroughs	5A.2. Mini Benchmark Assessments LBAs FCAT	

			acceleration Grade level planning and School			
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5B.1. Time constraints during the school day	5B.1. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	5B.1. Administration CRT/LC Classroom Teacher	5B.1. Lesson Plans Classroom Walkthroughs	5B.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #5C: In 2012, 62% of English Language Learners did not make satisfactory progress in mathematics. Our goal for 2013 is 60%.	2012 Current Level of Performance:* 62%	2013 Expected Level of Performance:* 60%					
	5B.2. Opportunity to provide remediation activities outside the core curriculum		5B.2. Math Labs	5B.2. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School Use of Thinking Maps during Math Lab	5B.2. Administration CRT/LC Classroom Teacher	5B.2. Lesson Plans Classroom Walkthroughs	5C.2. Mini Benchmark Assessments LBAs FCAT
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Time constraints during the school day	5D.1. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	5D.1. Administration CRT/LC Classroom Teacher	5D.1. Lesson Plans Classroom Walkthroughs	5D.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #5D: In 2012, 75% of Students with Disabilities did not make satisfactory progress in mathematics. Our goal for 2013 is 60%.	2012 Current Level of Performance:* 75%	2013 Expected Level of Performance:* 60%					
			5D.2. Math Labs	5D.2. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School Use of Thinking Maps during Math Lab	5D.2. Administration CRT/LC Classroom Teacher	5D.2. Lesson Plans Classroom Walkthroughs	5D.2. Mini Benchmark Assessments LBAs FCAT
			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. Time constraints during the school day	5E.1. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School wide articulation Use of Focus Calendars	5E.1. Administration CRT/LC Classroom Teacher	5E.1. Lesson Plans Classroom Walkthroughs	5E.1. Mini Benchmark Assessments LBAs FCAT
Mathematics Goal #5E: In 2012, 49% Economically Disadvantaged students did not make satisfactory progress in mathematics. Our goal for 2013 is 44%.	2012 Current Level of Performance:* 49%	2013 Expected Level of Performance:* 44%					
			5E.2. Math Labs	5E.2. Utilize Mini Benchmark data for planning, remediation, acceleration Grade level planning and School Use of Thinking Maps during Math Lab	5E.2. Administration CRT/LC Classroom Teacher	5E.2. Lesson Plans Classroom Walkthroughs	5E.2. Mini Benchmark Assessments LBAs FCAT
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

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

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

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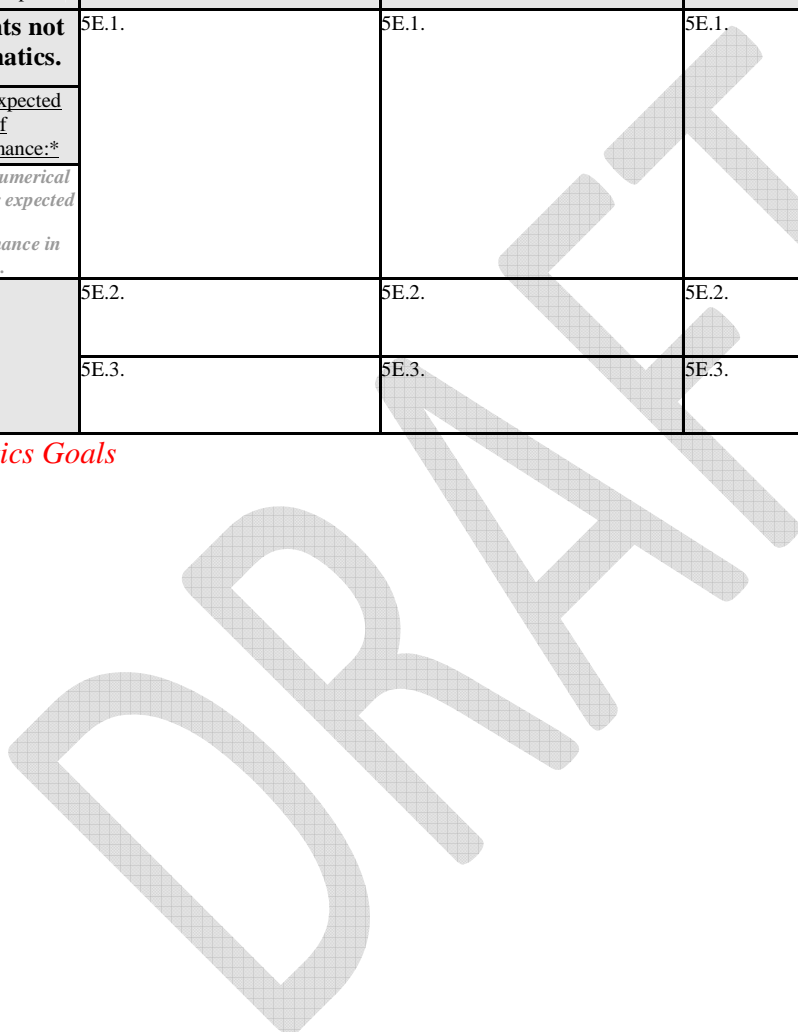**Rule 6A-1.099811**
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EduSoft Training	Gr 1-5	CRT	Teachers in grades 1 – 5	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	Administration CRT/LC Teachers
Thinking Maps	Gr K – 5	Kima Spratley CRT/LC	All Teachers	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs
FCAT Specs	Gr 3 -5	CRT/LC	Teachers in grades 3 - 5	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	Administration CRT/LC Teachers
Mini Benchmark	Gr 3 – 5	CRT/LC	Teachers in grades 3 - 5	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	

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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
FCAT After school tutoring	Florida Ready	SAI	$1,300.00
			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
			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 (e.g., 70% [35]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: According to 2012 school data 29% of students scored at Level 3 in science. The goal for 2013 is for 34% of students to score at level 3 in science.	2012 Current Level of Performance:* 29% (33)	2013 Expected Level of Performance:* 34%	1A.1. Time constraints during the school day.	1A.1. Incorporate science with reading and writing during the school day Science Fair Use of Mini Benchmark data in planning, remediation, and acceleration Use of classroom labs	1A.1. Administration CRT/LC Classroom Teachers	1A.1. Mini Benchmark Data Science Fair Projects Lesson Plans EduSoft Data	1A.1. Mini Benchmarks LBA's Classroom Walkthroughs
			1A.2 Lack of prior knowledge of incoming students	1A.2. Articulation among grade levels STEM Grades 3 - 5	1A.2. Administration CRT/LC Classroom Teachers	1A.2. Mini Benchmark Data Science Fair Projects Lesson Plans Edusoft Data	1A.2. Mini Benchmarks LBA's Classroom Walkthroughs
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2A: According to 2012 school data 16% of students scored at or above level 4 and 5 in science. The goal for 2013 is for 18.	2012 Current Level of Performance:* 16% (18)	2013Expected Level of Performance:* 18%	2A.1. Time constraints during the school day.	2A.1. Incorporate science with reading and writing during the school day Science Fair Use of Mini Benchmark data in planning, remediation, and acceleration Use of classroom labs	2A.1. Administration CRT/LC Classroom Teachers	2A.1. Mini Benchmark Data Science Fair Projects Lesson Plans EduSoft Data	2A.1. Mini Benchmarks LBA's Classroom Walkthroughs
			2A.2. Lack of prior knowledge of incoming students	2A.2. Articulation among grade levels STEM Grades 3 - 5	2A.2. Administration CRT/LC Classroom Teachers	2A.2. Mini Benchmark Data Science Fair Projects Lesson Plans EduSoft Data	2A.2. Mini Benchmarks LBA's Classroom Walkthroughs
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2B: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	Gr K – 5	Kima Spratley	All Teachers	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	Administration CRT/LC Classroom Teachers
FCAT Specs Reviews	Gr 3 – 5	CRT/LC	Teachers grades 3 - 5	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	Administration CRT/LC Classroom Teachers
EduSoft Data Training	Gr 3 – 5	CRT/LC	Teachers grades 3 - 5	Ongoing	LBA and Mini Benchmark assessment data Lesson Plans Classroom Walkthroughs	Administration CRT/LC Classroom Teachers

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Funds to purchase the Write Score program	1A.1. Utilize Write Score program to assess 4th grade writing samples	1A.1. Administrators Literacy Coach CRT	1A.1. Analyze Write Score data and progress and tailor instruction to address specific skills	1A.1. Write Score data Classroom writing samples FCAT Benchmark data
Writing Goal #1A: In 2012, 79% (71) students achieved a level 3 and higher in writing. Our goal for 2013 is 82%.	2012 Current Level of Performance:* 79% (71)	2013 Expected Level of Performance:* 82%					
			1A.2. Implementation of new instructional method	1A.2. Increase the effectiveness of instruction through the implementation of Thinking Maps	1A.2. Administrators Literacy Coach CRT	1A.2. Analysis of writing samples Classroom Walkthroughs Lesson Plans	1A.2. FCAT Benchmark data Classroom writing samples
			1A.3. Teachers new to the grade level	1A.3. Weekly team meetings Literacy Coach will model instructional strategies and co-teaching writing lessons.	1A.3. Administrators Literacy Coach	1A.3. Compare classroom writing samples given throughout the year	1A.3. Benchmark data Monthly writing prompts
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating writing across the curriculum	Writing/K-5	Literacy Coach	School Wide	On-going	Create explicit activities to implement in class, Monthly Writing Prompts	Administrators
Daily Traits	Writing/1-5	CRT	Grades 1-5	On-going	Lesson Plan, Student Products, Monthly Writing Prompts	Administrators
Thinking Maps	K-5	Katie Pearson	School-wide	August 14, 2012 October 19, 2012	Classroom walkthroughs Lesson Plans Teacher Observation/Evaluation	Administrators

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
Improve student achievement in writing by providing analytical student data.	Write Score, Grades 3 & 4	SAI	1650.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Students not motivated to attend school on a daily basis. Students checking out during the school day.	1.1. Reward students for perfect attendance each 9 week period inviting them to attend Administrator's Attendance Adventure	1.1. Data Entry Clerk Administrators	1.1. Daily Attendance	1.1. AS400 reports
Attendance Goal #1: With implementing year 2 of the PBS program and the quarterly Administrator's Attendance Adventure, Umatilla Elementary will significantly reduce the number of excessive student absences. We plan to decrease the number of excessive absences by 10% reducing the number from 178 in 2012 to 160 in 2013; and to also reduce the number of tardies by 10% from 29 in 2012 to 26 in 2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	178	160					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	29	24					
			1.2. Families do not always see the importance of good attendance in school	1.2. Increase personal contact with targeted families to increase daily attendance. After 10 absences a letter is sent to parents regarding attendance	1.2. Administrators School Social Worker Data Clerk	1.2. Attendance Reports	1.2. Attendance reports Student Report Cards

		1.3. Health issues	1.3. Teacher contact with parents	1.3. Classroom teachers	1.3. Attendance reports	1.3. Attendance reports Student report card

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension <u>Suspension Goal #1:</u> Through the continuation of our school wide Positive Behavior Support (PBS) system along with the efforts of the schools' RtI team, we will decrease the number of referrals and suspensions by at least 15%.	2012 Total Number of In –School Suspensions 0 2012 Total Number of Students Suspended In-School 0 2012 Total Number of Out-of-School Suspensions 16 2012 Total Number of Students Suspended Out- of- School 0	2013 Expected Number of In- School Suspensions 0 2013 Expected Number of Students Suspended In -School **0** 2013 Expected Number of Out-of-School Suspensions 13 2013 Expected Number of Students Suspended Out- of-School 0	1.1. Lack of positive reinforcements in the classroom	1.1. PBS discipline measures will reward positive behaviors thereby removing the negative behavior	1.1. Classroom Teachers Assistant Administrator RtI Team	1.1. Teacher feedback during RtI meetings Tracking the number of Bulldog Bucks spent in the schools Bulldog Pantry	1.1. RtI Data and graphs AS400 calculating referrals
			1.2. Bus referrals	1.2. Parent contact	1.2. Administrators	1.2. Tracking number of bus suspensions	1.2. AS400 calculating referrals
			1.3	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Program	K-5	Assistant Principal	All grade levels, K-5	On-going	PD Evaluation Forms Classroom Walkthroughs	Assistant Principal PBS Committee

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Umatilla Elementary will continue to provide opportunities for parents in order to maintain its high level of parent involvement.	2012 Current Level of Parent Involvement:* 94% (Volunteers hours in the classroom and special activities:2,297.5 hours)	2013 Expected Level of Parent Involvement:* *96%*	1.1. Parent time constraints Student extra-curricular activities outside of school Tough economic times	1.1. Multiple evening opportunities for parents who work during the day Monthly newsletters Utilize marquis in to advertise upcoming events	1.1. Administrators CRT	1.1. Attendance sign-in sheets from events/activities	1.1. SAC Climate Survey
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: 1) Science Fair PreK-2 group projects, 3-5 individual 2) Grades 3-5 STEM Team to compete at annual STEM Bowl 4) Grades 3-5: STEM Team and Club, services 100 students 5) Three science nights: a. polymers; b. STEM-all categories; c. Biology, friends of the forest 6) Grade 5 – Rocket program 7) i-Pad grant 4th and 5th grade 8) STEM 4th Grade – Each class builds a "Power House" Sponsored by Progress Energy	1.1. Funding	1.1. STEM Night – sponsored by Kiwanis Community/Sponsors Involvement – donate time and funding School Fund Raisers Sell Tickets for STEM events Grade 5 Launch Book fund raiser APT – Fund Raisers	1.1. Administrators STEM Coach Classroom Teachers	1.1. Attendance/Sign-in sheet Ticket Out for each activity	1.1. FCAT
	1.2. Staff Participation Staff Training	1.2. APT to provide volunteers Kiwanis Training outside/ within	1.2. STEM Coach	1.2. Attendance/Sing-in sheet	1.2. Attendance/Sing-in sheet
	1.3. Publicize to reach all parents	1.3. School Newsletter/flyers Local News paper School News Marque	1.3. STEM Coach	1.3. Attendance/Sign-in sheet	1.3. Attendance/Sign-in sheet

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)		Problem-Solving Process to Increase Student Achievement			
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:	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Anti-bullying Additional Goal #1: Students at Umatilla Elementary will chose not to participate in any form of bullying.	2012 Current Level :*	2013 Expected Level :*	1.1. Scheduling time to be in all classrooms to teach Anti-bullying lessons.	1.1. Parent/Student Anti-Bullying Contracts	1.1. Teachers Administrators Guidance Counselor	1.1. Anonymous bully box reports.	1.1. Bullying incidents reported to the office. PBS Data
			1.2. Students reporting of bullying incidents.	1.2. Anti-Bullying posters signed and posted in each classroom –BE A BUDDY, NOT A BULLY	1.2. Teachers Administrators Guidance Counselor	1.2. PBS Data	1.2. PBS Data
			1.3. Deciphering bullying behavior from other reported misbehaviors.	1.3. Classroom anti-bullying lessons taught by the schools guidance counselor.	1.3. Teachers Administrators Guidance Counselor	1.3. Classroom lessons-student reflections.	1.3. Bullying incidents reported to the office. PBS Data

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $700.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $1,300.00
Science Budget	
	Total:
Writing Budget	
	Total: $1,648.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
After School Tutoring: Salaries	**Total: $5,030**
	Grand Total: $8,678.00

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council meets monthly to discuss school improvement issues. Dress code issues, AYP status, FCAT testing, district procedures for election and appointment of advisory council members, funding expenditures, statement of how the SAC assists in preparation and evaluation of the School Improvement Plan, and other school activities are discussed at SAC meetings throughout the school year.

Describe the projected use of SAC funds.	Amount

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