FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: CONWAY ELEMENTARY	District Name: Orange County Public Schools
Principal: KAREN BABB	Superintendent: Dr. Barbara Jenkins
SAC Chair: SHELLEY STARLING	Date of School Board Approval: January 29th, 2012

Student Achievement Data:

The following links will open in a separate browser window.

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Karen Babb	Elementary Education BA Elementary Education MA Certification in Administration/Supervision and Kindergarten	15	23	2011-2012 – School Grade C High standards Reading 54% High Standards Math - 48% Learning Gains Reading - 60% Learning Gains Math - 50% Low 25% LG Reading - 74% Low 25% LG Math - 53% 2010-2011 – School Grade B High standards Reading 77% High Standards Math - 76% Learning Gains Reading - 67% Learning Gains Math - 60% Low 25% LG Reading - 62% Low 25% LG Math - 65%

					2009-2010 - School Grade B High standards Reading 72% High Standards Math - 69% Learning Gains Reading - 63% Learning Gains Math - 67% Low 25% LG Reading - 49% Low 25% LG Math - 77% 2008-2009 - School Grade A High standards Reading 76% High Standards Math - 67% Learning Gains Reading - 71% Learning Gains Math - 63% Low 25% LG Reading - 67% Low 25% LG Math - 63%
Assistant Principal	none				

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)
Instructional Coach	Judith Rousseau	Elementary Education B.S. Educational Leadership M.A.	8	8	2011-2012 – School Grade C High standards Reading 54% High Standards Math - 48% Learning Gains Reading - 60% Learning Gains Math - 50% Low 25% LG Reading - 74% Low 25% LG Math - 53% 2010-2011 – School Grade B High standards Reading 77% High Standards Math - 76% Learning Gains Reading - 67% Learning Gains Math - 60% Low 25% LG Reading - 62% Low 25% LG Math - 65% 2009-2010 - School Grade B High standards Reading 72% High Standards Math - 69% Learning Gains Reading - 63% Learning Gains Math - 67% Low 25% LG Reading - 49% Low 25% LG Math - 77% 2008-2009 - School Grade A High standards Reading 76% High Standards Math - 67%

					Learning Gains Reading - 71% Learning Gains Math - 63% Low 25% LG Reading - 67% Low 25% LG Math - 63%
Reading Coach	Kathie Flagg	Early Childhood and Elementary Education B.A. Reading K-12 M.A. Certification in Administration/Supervision K-12	5	5	2011-2012 – School Grade C High standards Reading 54% High Standards Math - 48% Learning Gains Reading - 60% Learning Gains Math - 50% Low 25% LG Reading - 74% Low 25% LG Math - 53% 2010-2011 – School Grade B High standards Reading 77% High Standards Math - 76% Learning Gains Reading - 67% Learning Gains Math - 60% Low 25% LG Reading - 62% Low 25% LG Math - 65% 2009-2010 - School Grade B High standards Reading 72% High Standards Math - 69% Learning Gains Reading - 63% Learning Gains Math - 67% Low 25% LG Reading - 49% Low 25% LG Math - 77% 2008-2009 - School Grade A High standards Reading 76% High Standards Math - 67% Learning Gains Reading - 71% Learning Gains Math - 63% Low 25% LG Reading - 67% Low 25% LG Math - 63%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Mentoring Program	Instructional Coach	6/2013	
2. Pairing veteran teachers with new teachers for assistance	Instructional Coach	6/2013	
3. Professional Learning Communities	Principal & CRT	6/2013	
4. During interview process checking for knowledge of the reading process	Principal	6/2013	

Non-Highly Effective Instructors

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Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

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

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

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
52	27%	15%	27%	27%	38%	100%	4%	4%	60%

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
Leslie Mijangos	Carolyn Walsh Jillian Stanton	Team leader & experienced teacher in same grade	Meet with mentees weekly to discuss progress and expectations. Meet with instructional coach individually once each quin

Additional Requirements

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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
Students requiring additional remediation are provided services within the school day as needed. Services include academic remediation, counseling, and physiological needs.
Title I, Part C- Migrant
Students requiring additional remediation are provided services within the school day as needed. Services include academic remediation, counseling, and physiological needs.
Title I, Part D
Our guidance counselor communicates with the middle schools in our feeder pattern to make sure our students have adequate training to transition to sixth grade.
Title II
Title II funds are used for professional development activities designed to improve instruction and promote higher levels of student achievement. This year the funds are being used for the Lesson Study for the 1st grade team. They will have 3 sessions this year working under the guidance of an OCPS Lesson Study Trainer.
Title III
Title III funds from the district level will be used to provide tutoring support for the ELL population if they become available this year.
Title X- Homeless
The Homeless Education Program, provided through the McKinney Vento Act, allows for transportation costs and counseling for students who are classified as homeless. We also have a clothes closet with clothing and a food pantry with food for available for students and their families in need.
Supplemental Academic Instruction (SAI)
SAI funds will be used to pay partial salary of a reading coach to support teachers in reading for at-risk students. The remaining money will be used to purchase reading materials.
Violence Prevention Programs
Conway offers several types of programs to prevent violence. We have Bully Prevention through the guidance program, MAGIC through the Orange County Sheriff's Department, and Red Ribbon Week activities for drug free choices. We also have a Behavior Leadership Team that leads a school-wide effort to ensure a safe and productive environment. The CHAMPS program is also in place and that teaches students the expectations for behavior and compliance during any activity from walking down the hall to participating in whole or small group learning activities.
Nutrition Programs
Conway Elementary has a breakfast and lunch program that is in compliance with the USDA guidelines. Lessons on Nutrition and Health are taught through the PE department.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other

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N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Karen Babb, Principal Cliff Enslen , School Psychologist Mary Beth Beekman, CCT Judy Rousseau, CRT Kathie Flagg, Reading Coach Beth Pekar, Student/Family Intervention Resource Teacher Eric Unger, Dean Julie Kilby, Counselor Jessica Reynolds, Speech teacher
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS/RtI Leadership Team will conduct bi-monthly meetings to plan and monitor the implementation of the RtI process. Each grade level will be assigned an RtI coach from the RtI leadership team. Team members will meet monthly with their grade levels to assist in the identification of student needs based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments and to collaborate on the progress monitoring plan for students as needed.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The MTSS/RtI Leadership Team and the teachers use data from IMS and meets to review all assessment data: FCAT, Benchmark, FAIR, DRA2, and etc. Members of the RtI Leadership Team are involved in determining the area of need for improvement in reading, math, writing, and science; and a plan of action is written for each area of need. The new teachers to Conway Elementary will be trained by the psychologist during the first quin. The RtI team and the teachers who have previously been trained in the RtI process at Conway will have an opportunity to meet with the school psychologist during their planning time to review the process on September 25th, 2012.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: FAIR (PMRN), OCPS Edusoft Benchmark Reading, Math and Science, 2012 FCAT, monthly writing prompts, and DRA2, as well as school-based tests in math, reading, science, and writing. Mid-year: FAIR, Edusoft Benchmark Reading Math & Science, DRA2, monthly writing prompts 3rd-5th grade End of year: FAIR, FCAT, & Writing prompts 3rd-5th grade, Referrals for behavior and referrals to the dean & the counselor will be used for planning contracts and behavioral interventions.
Describe the plan to train staff on MTSS. Professional development on MTSS/RtI will be provided regularly during the teachers' grade level planning time. The trainers will be the school staff members who have completed the district level training on RtI and the grade level RtI Coaches.
Describe plan to support MTSS. Teachers will meet with the MTSS/RtI group to plan the three-tiered framework that uses increasingly more intense instruction and interventions matched to needs of their students. The team will use the problem-solving process to make the instructional adjustments needed for continual improvement.

Literacy Leadership Team (LLT)

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

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Kathie Flagg, reading coach, Karen Babb, principal &Stephanie Barksdale, Linda Allee, Kelli Jacobs, Katie Viteritto, Amber Morton, Rebecca Landrum, Pat Summers, Beth Pekar, Jessica Reynolds, Cheryl Beck
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team will meet the second Thursday of each month. The role is to promote reading engagement and better understanding of the reading process. The function is to meet monthly to discuss reading issues and problem solve solutions.
What will be the major initiatives of the LLT this year?   Vocabulary development and reading comprehension of complex text.

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.

Students who attended Conway Elementary for ESE Pre-K are supported by their pre-k teacher while the transition is made from pre-k to kindergarten. Children from private VPK sites are welcomed during Kindergarten Round-up and were also invited to come to a summer program during June that lasted for 13 days to help them become acclimated to kindergarten.

*Grades 6-12 Only Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

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

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

N/A

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?

N/A

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.

N/A

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: *Increase by 8% the number of students reading on Grade level by age 9.*	2012 Current Level of Performance:* 32% *(93 students)*	2013 Expected Level of Performance:* *40% will score at level 3*	1a.1. Lack of oral language and vocabulary development	1a.1 Increase opportunities to develop oral language and vocabulary development by including all students in special vocabulary development classes. Provide training for all teachers on materials available on our campus for oral language and vocabulary development. Our MSTT/RtI team is collaborating together and with district personnel to gather more information on oral language and vocabulary development, particularly for ELL students, to share regularly with our staff.	1a.1. Principal Reading Coach CRT School Psychologist	1a.1 Data, PLC, & MTSS/ RtI meetings.	1a.1. FCAT Reading DRA2 FAIR Progress Monitoring Data

		1a.2 Students lack grade level skills in reading.	1a.2. Working with the teachers to train them how to drill down to find the specific area of need for the students and how the use of specific materials in our building when providing interventions. Additionally, the leadership team will adjust the Reading Plan Decision Tree to be specific to our school using our resources. Working with parents to help them understand the expectations for on grade level reading Provide SES Supplemental Tutoring for FCAT Level 1 & 2 students in reading Provide materials and opportunities for students to practice reading (Accelerated Reader, Scholastic News, Sunshine State Books)	1a.2. Principal Reading Coach CRT RtI team Literacy Team	1a.2. Data, PLC, & MTSS/ RtI meetings. CWT Teacher Feedback	1a.2. FCAT Reading Level DRA2 FAIR Progress Monitoring Data AR Reports
		1a.3. Insufficient time in the school day to provide the quantity and quality of interventions needed	1a.3. Provide teachers assistance to deliver extra instruction to at-risk students. The following positions have been purchased for this purpose: Student/Family Intervention Resource Teacher and two .5 Resource Teachers	1a.3. Principal	1a.3. Data, PLC, & MTSS/ RtI meetings. Teacher feedback	1a.3 FCAT Reading Level DRA2 FAIR Progress Monitoring Data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.		2a.1. Students spend insufficient time on	2a.1. Guiding and assisting teachers to incorporate	2a.1. Principal PLC	2a.1. PLC teams Teacher Feedback	2a.1. FCAT Reading Level DRA2

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Reading Goal #2a: *Increase the number of students moving up to level 4 and 5.*	2012 Current Level of Performance:* 22% (66)	2013 Expected Level of Performance:* *28% of Conway students will make level 4 or 5*	balanced, authentic reading	more independent reading times	Leadership Team Teachers	iObservation	FAIR Progress Monitoring Data Benchmark Data
			2a.2. Students spend insufficient time on activities to develop problem solving and complex thinking	2a.2 Guiding and assisting teachers to provide students with the opportunity to dig more deeply into complex text using a greater percentage of non-fiction texts	2a.2. Principal PLC Leadership Team Teachers	2a.2. PLC teams Teacher Feedback iObservation	2a.2. FCAT Reading Level DRA2 FAIR Progress Monitoring Data Benchmark data
			2a.3	2a.3	2a.3	2a.3	2a.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading. Reading Goal #3a: *Increase the percentage of students making learning gains by 15%*	2012 Current Level of Performance:* 60% (186)	2013 Expected Level of Performance:* 75%	3a.1. There is a disparity between the districts' expectations for students and parents/students understanding of those expectations.	3a.1 Helping students establish and monitor their own goals Developing and communicating clear goals for the students and informing parents of grade level expectations	3a.1. Principal Leadership Team Teachers	3a.1. RtI, Data, and PLC team meetings	3a.1. DRA2 FAIR FCAT Benchmark tests
			3a.2. Students lack motivation for improving academic performance	3a.2. Implement the Destination College first year goals including the one binder system for organization, goal setting, and Cornell Note taking. Helping students establish and monitor goals	3a.2. Principal Leadership Team PLC	3a.2. RtI, Data, and PLC team meetings	3a.2. DRA2 FAIR FCAT Benchmark tests
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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in			4.1. Lack of oral language and vocabulary	4.1. Opportunities to develop oral language	4.1. Principal Reading Coach	4.1. Data, RtI, & PLC meetings	4.1. FCAT DRA2

reading.			development	and vocabulary development will be provided for all students on a regular basis throughout the school day	CRT		FAIR Benchmark tests
Reading Goal #4: *Increase the percentage of students making learning gains by 5%.*	2012 Current Level of Performance:* *74% (229)*	2013 Expected Level of Performance:* *79%*					
			4.2. Lack of funding and time for interventions	4.2 Investigating avenues for meeting the financial needs and physical resources for providing interventions	4.2. Principal Leadership Team Teachers	4.2. Data, RtI, & PLC meetings	4.2. FCAT DRA2 FAIR Benchmark tests Progress Monitoring Data
			4.3	4.3.	4.3.	4.3.	4.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012** **54%**	**2012-2013** **62%**	**2013-2014** **66%**	**2014-2015** **69%**	**2015-2016** **73%**	**2016-2017** **77%**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years schools will reduce their achievement gap by 50%. Reading Goal #5A: **In six years schools will reduce their achievement gap by 50%.**	**Baseline data 2010-2011** White: 67% Black: 51% Hispanic: 43% Asian: 50% American Indian: NA	5.A.1 There is a disparity between the districts' expectations for students and parents/students understanding of those expectations.	5.A.1 Helping students establish and monitor their own goals Developing and communicating clear goals for the students and informing parents of grade level expectations			

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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Our school's poverty level is high. Many are working parents who do not have time to work with their children, or are under educated and are not	5B.1. Helping students establish and monitor their own goals Developing and communicating clear goals for the students and informing parents of grade	5B.1. Principal CRT Reading Coach CCT Staffing Specialist	5B.1. School Level & District & State Level required assessments (Edusoft, FAIR, DRA) Teacher/team made formative assessments	5B.1. FCAT Benchmark FAIR	
Reading Goal #5B: *Decrease the Achievement Gap for*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

Each Identified Subgroup by 10% by June 30, 2016	White: 63% Black: 49% Hispanic: 52% Asian: 40% American Indian:NA	White: 73% Black: 59% Hispanic: 53% Asian: 58% American Indian: NA	sure how to help their children. White: Black: Hispanic: Many students are ELL and have a language barrier that needs to be overcome. Asian: American Indian: NA	level expectations Giving parents (k-2) Common Core Guides to help them understand expectations in English or Spanish Parent Teacher conferences scheduled in November and in April. Parent curriculum information nights scheduled throughout the year			
			5B.2. Students aren't performing on grade level and our gap continues to increase	5B.2. Inclusion Network Training Reviewing best practices with inclusion and looking at our model to determine any changes needed with procedures or materials	5B.2. Principal CRT Reading Coach CCT Staffing Specialist	5B.2. School Level & District & State Level required assessments (Edusoft, FAIR, DRA) Teacher/team made formative assessments	5B.2. FCAT Benchmark FAIR
			5B.3. Need more time for some students to understand the curriculum in order to perform adequately.	5B.3. Providing tutoring after school and Saturday school for 8-9 weeks each.	5B.3. Principal CRT Reading Coach CCT Staffing Specialist	5B.3. School Level & District & State Level required assessments (Edusoft, FAIR, DRA) Teacher/team made formative assessments	5B.3. FCAT Benchmark FAIR
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. Students are ELL and have a language barrier that needs to be overcome.	5C.1. Helping students establish and monitor their own goals Developing and communicating clear goals	5C.1. Principal CRT Reading Coach CCT Staffing Specialist	5C.1. School Level & District & State Level required assessments (Edusoft, FAIR, DRA) Teacher/team made formative assessments	5C.1. FCAT Benchmark FAIR

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Reading Goal #5C: ***Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016***	2012 Current Level of Performance:* *45%*	2013 Expected Level of Performance:* *48%*		for the students and informing parents of grade level expectations Giving parents (k-2) Common Core Guides to help them understand expectations in English or Spanish Parent Teacher conferences scheduled in November and in April. Parent curriculum information nights scheduled throughout the year			
			5C.2. Lack of oral language and vocabulary development	5C.2. Opportunities to develop oral language and vocabulary development will be provided for all students on a regular basis throughout the school day	5C.2. Principal CRT Reading Coach CCT Staffing Specialist	5C.2. School Level & District & State Level required assessments (Edusoft, FAIR, DRA) Teacher/team made formative assessments	5C.2. FCAT Benchmark FAIR
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: ***Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016***	2012 Current Level of Performance:* *17%*	2013 Expected Level of Performance:* *38%*	5D.1. Need more time for some students to understand the curriculum in order to perform adequately.	5D.1. Providing tutoring after school and Saturday school for 8-9 weeks each.	5D.1.	5D.1.	5D.1.

		5D.2. Students' disabilities make it difficult for them to absorb & understand grade level curriculum due to lower functioning caused by the disability.	5D.2. Providing an inclusion setting so these students are exposed to grade level curriculum while providing an additional support person (ESE teacher) to work with the students for additional help.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: *Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016*	2012 Current Level of Performance:* *50%* — 2013 Expected Level of Performance:* *57%*	5E.1. Lack of oral language and vocabulary development	5E.1. Opportunities to develop oral language and vocabulary development will be provided for all students on a regular basis throughout the school day	5E.1.	5E.1.	5E.1.
		5E.2. Need more time for some students to understand the curriculum in order to perform adequately	5E.2 Providing tutoring after school and Saturday school for 8-9 weeks each.	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary	k-5	Flagg, Rousseau	Grade level PLCs; All instructional staff	Early release &/or grade level planning	Data Meetings	Principal

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Comprehension	k-5	Flagg, Rousseau	Grade level PLCs; All instructional staff	Early release &/or grade level planning	Data Meetings	Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Oral Language & vocabulary development	Elements of Reading Vocabulary	SRI	$10,000
Comprehension	Comprehension Tool Kits	SRI	$10,000
			Subtotal: $20,000
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
Provide two half time Reading Resource teachers	teachers	Title I	$60,000
			Subtotal:$60,000
			Total: $80,000

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition

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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: *Many of our ELL students don't speak English in the home. We will develop vocabulary and help students become proficient in Listening/Speaking*	2012 Current Percent of Students Proficient in Listening/Speaking: *48%(14)*	1.1. Students entering with insufficient skills	1.1 Students will establish and monitor their own goals through Destination College strategies giving them knowledge of the goals and making them accountable for their learning. Using the one binder system will keep parents informed on where their students are performing. Parents will have the necessary information to support their children. Sharing the grade level expectations with parents at conferences and RtI/MTSS meetings.	1.1. Principal CCT CRT	1.1.RtI meetings ESOL Meetings	1.1 FCAT CELLA test
		1.2. Need for development of academic and conversational vocabulary	1.2. Additional opportunities are provided for students in language based activities. Students are active participants, engaged in collaborative conversation with peers and adults in small and large group settings.	1.2. Principal CCT CRT	1.2. RtI meetings ESOL Meetings	1.2. FCAT CELLA test
		1.3.	1.3	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2: *Many of our ELL students don't speak English in the home. We will develop vocabulary and help students become proficient in Reading.*	2012 Current Percent of Students Proficient in Reading : *48% (14)*	2.1. Students entering with insufficient skills	2.1. 1 Helping students establish and monitor their own goals Keeping parents informed about where their students are performing and sharing the grade level expectations with them	2.1. Principal CCT CRT	2.1. RtI meetings ESOL Meetings	2.1. FCAT CELLA test
		2.2. Lack of oral language and lack of background knowledge	2.2. Additional opportunities are provided for students in language based activities. Students are active participants, engaged in collaborative	2.2. Principal CCT CRT	2.2. RtI meetings ESOL Meetings	2.2. FCAT CELLA test

		conversation with peers and adults in small and large group settings.				
		2.3	2.3	2.3	2.3	2.3
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: *Many of our ELL students don't speak English in the home. We will develop vocabulary and help students become proficient in writing.*	2012 Current Percent of Students Proficient in Writing : *52% (15)*	3.1. Students entering with insufficient skills	3.1. Helping students establish and monitor their own goals Keeping parents informed about where their students are performing and sharing the grade level expectations with them	3.1. Principal CCT CRT	3.1. RtI meetings ESOL Meetings	3.1 FCAT CELLA test.
		3.2.. Lack of oral language and lack of background knowledge	3.2. Additional opportunities are provided for students in language based activities. Students are active participants, engaged in collaborative conversation with peers and adults in small and large group settings. Activities are expanded though journaling and written responses.	32. Principal CCT CRT	3.2. RtI meetings ESOL Meetings	3.2 FCAT CELLA test.
		3.3	3.3	3.3	3.3	3.3

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
Increase vocabulary	Elements of Reading Vocabulary Kits	SRI Dollars	$10,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of CELLA Goals

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. Mathematics Goal #1a: *Increase the number of students who become fluent in math operations at Level 3 by 8%*	**2012 Current Level of Performance:*** *28% (87)*	**2013 Expected Level of Performance:*** *35%*	1a.1. Students lack basic skills in mathematics	1a.1. Implement the Common Core mathematics in kindergarten and first grade Use ST Math, Moby Math, FASTT Math, & Times Attack as resources for students (technology) to improve math fluency Progress monitor k-3 students to help differentiate and provide interventions for students who are struggling	1a.1 Principal CRT. Teachers	1a.1. RtI & PLC meetings Teacher Feedback	1a.1. Common Assessments for GL Edusoft Benchmark FCAT Progress monitoring with common assessments and unit and chapter tests.
			1a.2. Lack of time to provide for the varying needs of at-risk or "bubble" students.	1a.2. Provide after-school tutoring Continue to provide intense small group instruction for at-risk students Provide open lab times for practice	1a.2. Principal CRT Teachers	1a.2. RtI & PLC meetings Teacher Feedback	1a.2. Common Assessments for GL Edusoft Benchmark FCAT

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				in media center before or after school			
			1a.3. Students lack of knowledge of the basic math facts with automaticity	1a.3. Implement the Common Core mathematics in kindergarten and first grade Use ST Math, Moby Math, FASTT Math, & Times Attack as resources for students (technology) to increase automaticity	1a.3. Principal CRT Teachers	1a.3. RtI & PLC meetings Teacher Feedback	1a.3. Common Assessments for GL Edusoft Benchmark 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 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. Mathematics Goal #2a: *Increase the number of students who become fluent in math operations at Level 4/5 by 5%*	2012 Current Level of Performance:* *20% (60)*	2013 Expected Level of Performance:* *25%*	2a.1. Students don't spend enough times on rigorous mathematical tasks.	2a.1. Create math centers with scaffold rigorous tasks for students to complete Provide a Math/Science Enrichment Club	2a.1. Principal CRT. Teachers	2a.1. RtI & PLC meetings Teacher Feedback	2a.1. Common Assessments for GL Edusoft Benchmark FCAT
			2a.2. Students not motivated to practice or extend their learning	2a.2. Provide FASTT Math morning club 4 times per week	2a.2. Principal CRT. Teachers	2a.2. RtI & PLC meetings Teacher Feedback	2a.2. Common Assessments for GL Edusoft Benchmark FCAT
			2a.3 Students spend an insufficient amount of time extending mathematical learning.	2a.3 Run math calendar for all intermediate students to take home for daily math activities	2a.3 Principal CRT. Teachers	2a.3 RtI & PLC meetings Teacher Feedback	2a.3 Common Assessments for GL Edusoft Benchmark 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 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. Mathematics Goal #3a: *Increase number of students who show learning gains by 15 %*	2012 Current Level of Performance:* *50%(155)*	2013 Expected Level of Performance:* *65%*	3a.1. Students lack the basic skills necessary for further math development	3a.1. Provide small group intervention and remediation to meet individual needs Use ST Math, Moby Math, FASTT Math, & Times Attack as resources for students (technology)	3a.1. Principal CRT. Teachers	3a.1. RtI & PLC meetings Teacher Feedback	3a.1. Common Assessments for GL Edusoft Benchmark FCAT
			3a.2. Need more formative assessments to check on	3a.2. Use Edusoft Benchmark Mini-Assessments	3a.2. Principal CRT.	3a.2. RtI & PLC meetings Teacher Feedback	3a.2. Common Assessments for GL Edusoft Benchmark

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		student growth in math		Teachers		FCAT
		3a.3.	3a.3.	3a.3.	3a..3.	3a.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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: *Increase number of students show learning gains by 12 %*	**2012 Current Level of Performance:*** *53%(164)* **2013 Expected Level of Performance:*** *65%*	4.1. Students lack the basic skills necessary for further math development	4.1. Provide small group intervention and remediation to meet individual needs Use ST Math, Moby Math, FASTT Math, & Times Attack as resources for students (technology)	4.1. Principal CRT. Teachers	4.1. RtI & PLC meetings Teacher Feedback	4.1. Common Assessments for GL Edusoft Benchmark FCAT
		a.2. Students not motivated to practice or extend their learning	4.2. Provide FASTT Math morning club 4 times per week	4.2. Principal CRT. Teachers	4.2. RtI & PLC meetings Teacher Feedback	4.2. Common Assessments for GL Edusoft Benchmark FCAT
		4.3 Students spend an insufficient amount of time extending mathematical learning	4.3. Run math calendar for all intermediate students to take home for daily math activities	4.3. Principal CRT. Teachers	4.3. RtI & PLC meetings Teacher Feedback	4.3. Common Assessments for GL Edusoft Benchmark FCAT
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012** **48%**	**2012-2013** **63%**	**2013-2014** **67%**	**2014-2015** **71%**	**2015-2016** **74%**	**2016-2017** **78%**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: *Strategies will be in place to decrease the percentage of students below expectation in each subgroup by 10% this year.*	**Baseline data 2010-2011** White: 67% Black: 47% Hispanic: 50% Asian: 70% American Indian: NA	There is a disparity between the districts' expectations for students and parents/students understanding of those expectations.	Helping students establish and monitor their own goals Developing and communicating clear goals for the students and informing parents of grade level expectations			

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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
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. Our school's poverty level is high. Many are working parents who do not have time to work with their children, or are under educated and are not sure how to help their children. White: Black: Hispanic: Many students are ELL and have a language barrier that needs to be overcome. Asian: American Indian: NA	5B.1. Helping students establish and monitor their own goals Developing and communicating clear goals for the students and informing parents of grade level expectations Giving parents (k-2) Common Core Guides to help them understand expectations in English or Spanish Parent Teacher conferences scheduled in November and in April. Parent curriculum information nights scheduled throughout the year	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: *Strategies will be in place to decrease the percentage of students below expectation in each subgroup by 10% this year.*	2012 Current Level of Performance:* White: 57% Black:45% Hispanic:41% Asian: 80% American Indian: NA	2013 Expected Level of Performance:* White: 73% Black:56% Hispanic:58% Asian: American Indian					
			5B.2. Students need more time for practice of basic facts and procedures to develop a greater depth of understanding	5B.2. After school tutoring and Saturday school offered for 8-9 weeks each Math enrichment club FASTT Math offered before school each day for 30 minutes	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Students need more time for practice of basic facts and procedures to develop a greater depth	5C.1 After school tutoring and Saturday school offered for 8-9 weeks each Math enrichment club	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Strategies will be in place to decrease the percentage of students below expectation in each subgroup by 10% this year.	*36%*	*47%*	of understanding	FASTT Math offered before school each day for 30 minutes.			
			5C.2. Many students are ELL and have a language barrier that needs to be overcome.	5C.2. Developing and communicating clear goals for the students and informing parents of grade level expectations Giving parents (k-2) Common Core Guides to help them understand expectations in English or Spanish Parent Teacher conferences scheduled in November and in April. Parent curriculum information nights scheduled throughout the year	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. <u>Mathematics Goal #5D:</u> ***Strategies will be in place to decrease the percentage of students below expectation in each subgroup by 10% this year.***	<u>2012 Current Level of Performance:*</u> *37%*	<u>2013 Expected Level of Performance:*</u> *43%*	5D.1. Students need more time for practice of basic facts and procedures to develop a greater depth of understanding	5D.1. After school tutoring and Saturday school offered for 8-9 weeks each Math enrichment club FASTT Math offered before school each day for 30 minutes.	5D.1.	5D.1.	5D.1.
			5D.2. Parents and students don't understand the expectations for the grade level math curriculum.	5D.2. Developing and communicating clear goals for the students and informing parents of grade level expectations Giving parents (k-2) Common Core Guides to help them understand expectations in English or Spanish Parent Teacher conferences scheduled in November and in April. Parent curriculum information nights scheduled throughout the year	5D.2.	5D.2.	5D.2.

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			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: *Strategies will be in place to decrease the percentage of students below expectation in each subgroup by 10% this year*	2012 Current Level of Performance:* *41%*	2013 Expected Level of Performance:* *60%*	5E.1. Students need more time for practice of basic facts and procedures to develop a greater depth of understanding	5E.1. After school tutoring and Saturday school offered for 8-9 weeks each Math enrichment club FASTT Math offered before school each day for 30 minutes.	5E.1.	5E.1.	5E.1.
			5E.2. Parents and students don't understand the expectations for the grade level math curriculum.	5E.2 Developing and communicating clear goals for the students and informing parents of grade level expectations Giving parents (k-2) Common Core Guides to help them understand expectations in English or Spanish Parent Teacher conferences scheduled in November and in April. Parent curriculum information nights scheduled throughout the year	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

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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
4. 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 #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.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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.

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.

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

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

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

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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 Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Moby Math	K-5	Lattin/ Rousseau	All instructional	After school	Pulling monthly reports	Principal CRT
FASTT Math	3-5	GL Teams	3rd- 5th grade	Early Release/Planning	Pull reports for Level 1 FCAT	Tech
Times Attack	3-5	GL Teams	3rd through 5th grade	Early Release/Planning	Pull class reports	Teachers
K-2 Common Core	K-2	Blackbelt teams	K-2 teams	Early Release/Planning	Teacher Observations & Student report cards	Principal

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

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			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
ST Math	Online math practice program	School Budget	$3000.00
			Subtotal: $3000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$ 3000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: *Increase the number of students who become proficient in science at level 3 by 5% (3 or above to 50%).*	2012 Current Level of Performance:* *30% (30)*	2013 Expected Level of Performance:* *35%*	1a.1. Lac k of materials and interest in science	1a.1 New Science Fusion Series Science Boot Camp games to increase student motivation for learning through friendly competition and interactive lessons.	1a.1. Principal CRT	1a.1. Data analysis of Benchmark Science tests taken 4X per year Science Fusion assessments	1a.1. Edusoft Benchmark Science Tests
			1a.2. Lack of Science academic vocabulary	1a.2. Using 5th grade Science Boot Camp materials such as	1a.2. Principal CRT	1a.2. Data analysis of Benchmark Science tests taken 4X per year.	1a.2. Edusoft Benchmark Science Tests

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

			Vocabulary Challenge, Speed Bag Practice lessons, and Foldable Notes Booklets to increase students' recall and use of vocabulary. Word of the week on announcements		Science Fusion assessments
		1a.3. Lack of and background knowledge	1a.3. Science Fusion & Science Boot Camp	1a.3. Principal CRT	1a.3. Data analysis of Benchmark Science tests taken 4X per year Science Fusion assessments	1a.3. Edusoft Benchmark Science Tests
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.		2a.1. Students don't spend enough times on science exploration tasks.	2a.1. Provide a Math/Science Enrichment Club	2a.1. Principal CRT	2a.1. Data analysis of Benchmark Science tests taken 4X per year Science Fusion assessments	2a.1. Edusoft Benchmark Science Tests

Science Goal #2a: _Increase the number of students who become proficient in science at levels 4 and 5 by 5%_	2012 Current Level of Performance:* _10% (10)_	2013Expected Level of Performance:* _15%_

		2a.2. Teachers need training in hands on science	2a.2. Appoint science leaders for grades 3-5 and provide them with training in STEM activities	2a.2. Principal CRT	2a.2. Data analysis of Benchmark Science tests taken 4X per year Science Fusion assessments	2a.2. Edusoft Benchmark Science Tests
		2a.3	2a.3	2a.3	2a.3	2a.3

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals
* When using percentages, include the number of students the percentage represents next to the percentage (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.

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

Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *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.

End of Florida Alternate Assessment High School Science Goals

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

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

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.

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Biology 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.
			1.3.	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

	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: *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.

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Boot Camp	5th	J & J Educ. Boot Camp	5th grade (3) new teachers	First Quin	Edusoft Benchmark Science Tests	Principal CRT

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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
Science Boot Camp Teacher's kit & interactive lesson books for 7 classes	Vocabulary & science informational games and activities	Instructional Materials	$2829.75
			Subtotal: $2829.75
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Boot Camp Training	J & J Educational Boot Camp Trainer	Title I	$350.00
			Subtotal: $350.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Substitute Teachers for full day of training	The three new teachers will spend a full day on training to use the Science Boot Camp Materials	School Budget	$375.00
			Subtotal: $375.00
			Total: $3554.75

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: *Students scoring at Achievement Level 3.0 and higher in writing will increase by 8%.*	2012 Current Level of Performance:* 72%(83)	2013 Expected Level of Performance:* 80%	1a.1. Lack of writing practice	1a.1. Conway Post Office for letter writing practice Writing in the content area/written response for Common Core Monthly Writing Prompts Explore opportunities to publish students' writing.	1a.1. Principal CRT	1a.1. Monthly writing prompts for grades 3-5 will be scored and discussed.	1a.1 Monthly writing prompts FCAT Writing.
			1a.2. Teachers need explicit information on the new guidelines for FCAT Writing	1a.2. Teachers will attend trainings provided by our district. Providing teachers with the Grade 4 Narrative and Expository Calibration Scoring Guides.	1a.2. Principal CRT	1a.2. 4th grade teachers will collaboratively grade and discuss a student writing sample from each classroom on a monthly basis to make sure all are cohesive in their scoring	1a.2 .Monthly writing prompts FCAT Writing
			1a.3. Need for vocabulary development	1a.3. Vocabulary development through descriptive language lessons in writing instruction. Oral language development through additional opportunities to engage in language based activities.	1a.3. Principal CRT	1a.3. Monthly writing prompts for grades 3-5 will be scored and discussed.	1a.3. Monthly writing prompts FCAT Writing

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Narrative and Expository Calibration Practice for FCAT Writes	4th Grade	Mark Wieckowski	4th grade team	By the end of the first semester (early release/planning)	Monthly writing prompt scores	Principal CRT

Writing Budget (Insert rows as needed)

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

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: *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 Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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

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

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

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

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

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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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of understanding of the importance of regular attendance by the parents/students	1.1. Communication about the importance of regular attendance through conferences, newsletter, planners, & Connect Ed.	1.1 Principal Guidance Counselor Dean Registrar Student/Family Intervention Resource Teacher	1.1. Analyze attendance rates throughout each grading period	1.1. Attendance record
Attendance Goal #1: *Increase Student attendance by 3% from 94% to 97% by June of 201. Furthermore, reduce the number of students with more than 10 absences and/or tardies by 3%*	2012 Current Attendance Rate:* *94 %* 2012 Current Number of Students with Excessive Absences (10 or more) *465* 2012 Current Number of Students with Excessive Tardies (10 or more) *258*	2013 Expected Attendance Rate:* *97%* 2013 Expected Number of Students with Excessive Absences (10 or more) *451* 2013 Expected Number of Students with Excessive Tardies (10 or more) *250*					
			1.2. Lack of motivation for regular attendance and on-time arrival at school.	1.2. 100% attendance room cards to display on the door Awards for perfect attendance	1.2. Principal Guidance Counselor Dean Registrar Student/Family Intervention Resource Teacher	1.2. Analyze attendance rates	1.2. Attendance record
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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Attendance Policy Overview	K-5	Social Worker	Staff	Fall 2012	Regular attendance monitoring by social worker, registrar, and teachers	Principal Guidance Counselor

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
Award perfect attendance by quin	Sno-Cone or Icy Pop reward Certificates for perfect attendance		
			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)).

<table>
<tr>
<th colspan="2">Suspension Goal(s)</th>
<th colspan="5">Problem-solving Process to Decrease Suspension</th>
</tr>
<tr>
<th colspan="2">Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">

1. Suspension

Suspension Goal #1:

Reduce the number of in and out of school suspensions by 5% by June of 2013.
</td>
<td>

1.1.
Students have not learned what the expectations are for students behavior at Conway Elementary
</td>
<td>

1.1.
Teach behavior expectations

Present the Code of Conduct to the class each grading period

Take interest in students who have difficulty with attitude/moods and make a connection to build the relationship and let the child know this is a safe and caring place to be.

On morning announcements the student news crew shares the High 5s Rules at Conway (Behavioral Expectations.)
</td>
<td>

1.1.
Principal
Dean
Counselor
BLT
</td>
<td>

1.1.
Analyze suspension data each grading period
</td>
<td>

1.1.
Report of suspensions

Compliance with OCPS guidelines on Code of Student Conduct
</td>
</tr>
<tr>
<td>

2012 Total Number of In –School Suspensions

12

2012 Total Number of Students Suspended In-School

11

2012 Number of Out-of-School Suspensions

17

2012 Total Number of Students Suspended Out- of- School

10
</td>
<td>

2013 Expected Number of In- School Suspensions

11

2013 Expected Number of Students Suspended In -School

10

2013 Expected Number of Out-of-School Suspensions

16

2013 Expected Number of Students Suspended Out- of-School

9
</td>
</tr>
<tr>
<td colspan="2"></td>
<td>

1.2.
Students come to school and are not in the right frame of mind to learn
</td>
<td>

1.2.
Greet each student as they arrive in the school with a smile and a good morning.
</td>
<td>

1.2.
Principal
Dean
Counselor
BLT
</td>
<td>

1.2.
Analyze discipline data each grading period
</td>
<td>

1.2
Report of suspensions.

Compliance with OCPS guidelines on Code of Student Conduct
</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

Suspension Professional Development

<table>
<tr>
<th>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.</th>
</tr>
</table>

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Leadership Team	All	Kilby & Unger	Whole staff	Pre-planning August 2012	Through BLT Meetings, RtI & Leadership Team Meetings	Principal
CHAMPS	All	Kilby & Unger	Whole staff	Pre-planning August 2012	Through BLT Meetings, RtI & Leadership Team Meetings	Principal
Bully Prevention	All	Kilby & Unger	Whole staff	Pre-planning August 2012	Through BLT Meetings, RtI & Leadership Team Meetings	Principal

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

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. Students entering without basic skills in reading and math	Working with teachers to make sure they are differentiating to meet students' varying needs	Principal Leadership team Teachers	RtI, Data, and PLC team meetings	DRA2 FAIR FCAT Edusoft Benchmark
Decrease the dropout rate in high school by using interventions and progress monitoring to help students reach their full potentials in reading and math skills and preparing students for careers and higher educations	2012 Current Dropout Rate:* *51% students at Level 1 & 2 Reading* 2012 Current Graduation Rate:* *49% at level 3 and above*	2013 Expected Dropout Rate:* *30% of students at Level 1 & 2* 2013 Expected Graduation Rate:* *70% of students at level 3 and above*					
			1.2. Teachers lack the time to provide interventions effectively	1.2 .Provide teachers with assistance with additional personnel to deliver interventions to at-risk students (Student/Family Intervention Resource teacher and two .5 time reading resource teachers	1.2. Principal Leadership team Teachers	1.2. RtI, Data, and PLC team meetings	1.2. DRA2 FAIR FCAT Edusoft Benchmark
			1.3.Organization skills lacking	1.3. Implement the Destination College first year goals including the one binder system for organization, goal setting, and Cornell Note taking.	1.3. *Principal* *Leadership team* *Teachers*	1.3. RtI, Data, and PLC team meetings	1.3. DRA2 FAIR FCAT Edusoft Benchmark

Dropout Prevention Professional Development

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

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

				meetings)		
Destination College	3rd-5th	Teams	Grade Level PLCs	Ongoing	Notebook checks	Teachers

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
Destination College Student Materials	Notebooks, and organizational materials	Internal Accounts	$2499.95
			Subtotal: $2499.95
			Total: $2499.95

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* ***Increase the amount of parents who attend school activities by 5% through better communication and a customer service focus***	2012 Current level of Parent Involvement:* *50%*	2013 Expected level of Parent Involvement:* *53%*	1.1. Language barrier	1.1. Newsletter is translated into Spanish Spanish translations available in the office and at meeting s for parents Flyers and Connect Ed messages in Spanish when possible Online and emailed newsletter	1.1. Principal CCRT Student Family Resource Teacher	1.1. Sign in sheets at parent nights & Media/Reading Café nights	1.1. Parent survey from 2012 end of year Parent survey from 2013 end of year
			1.2. Lack of knowledge about academic requirements	1.2. Common Core parent brochures Parent/Teacher Conferences	1.2. Principal CCRT Student Family Resource Teacher	1.2. survey	1.2. Parent survey from 2013 end of year
			1.3. Knowledge of events	1.3. Calendar of events to go home and be posted on the website	1.3 Principal CRT	1.3. Sign in sheets from parent nights & events	1.3. Parent survey from 2013 end of year

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers Trained on the 4 Title I PI Modules	All instructional	Beth Pekar	School-wide	Before the end of the first semester	Parent sign in sheets, parent survey	Principal
Conferencing & Communicating with parents	All instructional	Babb & Rousseau	School-wide	Second semester	Parent survey	Principal
Parenting Ideas	Parents	Michelle Katz	Evening parent meeting	Second semester	Parent survey	Principal

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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)

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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Only 40% (46) of our 5th grade students scored at level 3 or above on the Science FCAT.*	1.1. Lack of materials	1.1 New textbook series provided this year – Purchased more Science Boot-Camp kits.	1.1. Principal CRT	1.1. RtI meetings Teacher feedback	1.1. Science and Math Benchmark test results.
	1.2.Students need time to think and process their learning	1.2 Science journal writing	1.2. Principal CRT	1.2. RtI meetings Teacher feedback	1.2. Science and Math Benchmark test results.
	1.3 Teachers have had limited training in STEM	1.3 Appoint science leaders for grades 3-5 and provide them with training in STEM activities	1.3. Principal CRT	1.3. RtI meetings Teacher feedback	1.3. Science and Math Benchmark test results.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Boot Camp	5th	J & J Educational Boot Camp	5th grade (3) new teachers	Before the end of the first quin	Science Benchmark tests	Principal CRT

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
Science Boot Camp	1 classroom kit & 7 classes of interactive lesson books	Instructional materials	$2829.75

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			Subtotal: $ 2829.75
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Boot Camp Training	J & J Educational Boot Camp Trainer	Title I	$350.00
			Subtotal: $350.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Substitute teachers	Teachers to allow 3 teachers one full day of training	School Budget	$375.00
			Subtotal:$ 375.00
			Total:$ 3554.75

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Increase the percentage of students who leave elementary school with a career focus and Career Awareness/Readiness.*	1.1. Lack of career and college expectations and/or role models	1.1. Destination College at 3rd, 4th, & 5th grades	1.1. Principal CRT Guidance Counselor Teachers	1.1. Notebook checks	1.1. Increase on sores for FCAT and Edusoft Benchmark
	1.2. Lack of knowledge about careers	1.2. Teach-in	1.2. Principal CRT Guidance Counselor Teachers	1.2. Student Engagement	1.2.Teach-in final log
	1.3.narrow focus of career availabilities	1.3.Arts At Conway	1.3. Principal CRT Special Area Team	1.3. . Student Engagement	1.3. Students art displays

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CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

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

	Subtotal:
	Total:

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Lesson Study implementation Additional Goal #1: **We will revisit Lesson Study to increase the capacity of our teachers through collaboration**	2012 Current Level :* *0 teams using*	2013 Expected Level :* *1st grade team using*	1a.1 Teachers need a longer uninterrupted planning time to plan in the depth of Lesson Study	1a.1 We will use our Title II money to provide 6 half days for our team of teachers to collaborate and plan lessons	1.1. Principal CRT	1.1. Observation checklists and data examined after each lesson planned and implemented.	1.1. Lesson Study Observation forms and debriefing notes
			1.2	1.2	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	1st	Judy R & Melissa Sarasty from district PD team	First grade team	Begin in December with follow up dates in February and April	PLC team notes	Principal CRT

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

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

			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study Practice	Substitute Teachers	Title II	$2100.00
			Subtotal: $2100.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $2100.00

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $80,000
Mathematics Budget
Total: $3000.00
Science Budget
Total: $3554.75
Writing Budget
Total:
Attendance Budget

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	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total: $2499.95
Parent Involvement Budget	
	Total:
Additional Goals	
	Total: $2100.00
	Grand Total: $41754.65

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

Are you reward school? ☐ Yes ☒ No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- *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.

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We will comply, however the roster is not completed at this time. We are inviting parents to join our School Advisory Council. Our focus for membership is to mirror the demographics of our student population.

Describe the activities of the SAC for the upcoming school year.
We meet monthly and follow the suggested guidelines for the School Advisory Council reviewing and monitoring the School Improvement Plan throughout the school year. We look at data and keep the SAC members informed of various school initiatives to improve student achievement.

Describe the projected use of SAC funds.	Amount
Saturday School tutoring for 3rd-5th grade students in preparation for FCAT Reading, Math, Writing, & Science (6 weeks)	$25000.00
Science & Math Enrichment Club (6 weeks 2x/week)	$ 500.00
Computer lab 2 hours/week (30 minutes per day 4 days per week) Math fluency for 3rd-5th graders - 2 labs for 6 weeks	$ 480.00