

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Blanche H. Daughtrey School of Arts and Sciences	District Name: Manatee County
Principal: Ann McDonald	Superintendent: Tim Mcgonagal
SAC Chair: Remonia Lewis	Date of School Board Approval: _____

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Ann McDonald	Bachelors in Mathematics Education Masters in Educational Leadership	1	15	<p>Manatee High: 2012: P; R-57 M-62 W-86 Sci-NA LGinR-67 LGinM-63 BQLGinR-60 BQLGinM-65 2011: A; R-55 M-77 W-82 Sci-49 LGinR-55 LGinM-74 BQLGinR-49 BQLGinM-57 2010: B; R-49 M-79 W-85 Sci-52 LGinR-53 LGinM-74 BQLGinR-45 BQLGinM-66</p> <p>Johnson Middle: 2009: C; R-46 M-40 W-79 Sci-19 LGinR-60 LGinM-56 BQLGinR-75 BQLGinM-65 2008: C; R-44 M-44 W-83 Sci-26 LGinR-56 LGinM-61 BQLGinR-65 BQLGinM-69 2007: D; R-46 M-40 W-86 Sci-21 LGinR-51 LGinM-53 BQLGinR-59 BQLGinM-61 2006: C; R-44 M-45 W-70 LGinR-59 LGinM-65 BQLGinR-71 2005: C; R-41 M-45 W-73 LGinR-52 LGinM-62 BQLGinR-64</p> <p>Manatee Elementary: 2004: B; R-62 M-53 W-88 LGinR-63 LGinM-76 BQLGinR-63 2003: C; R-52 M-46 W-90 LGinR-63 LGinM-61 BQLGinR-63 2002: C; R-48 M-39 W-75 LGinR-57 LGinM-71 BQLGinR-57 2001: Johnson Middle: 2000: C; Lowest Reading Levels: 22; Level 2 and Above Reading: 78; Level 3 and Above Reading: 41; Level 2 and Above Math: 95; Level 3 and Above Math: 70+; 3 and Above Writing: 99+ 1999: C 1998:</p>
Assistant Principal	Kaththea Johnson	Elementary Education K-6 ESOL Endorsement Masters in Educational Leadership	1	1	N/A

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Tress	MA Reading; BA Elementary Ed K-6; Degree in Sociology	2	5	Non-Florida School (Data N/A) Daughtrey Elementary: 2012: F; R-35 M-33 W-76 Sci-23 LGinR-58 LGinM-44 BQLGinR-61 BQLGinM-58
Reading	Zina Taylor	MA Education Leadership; BA Business Management	1	2	Braden River High Data: 2011: B; R-53 M-81 W-86 Sci-41 LGinR-53 LGinM-76 BQLGinR-45 BQLGinM-65
Science	Randy Stowers	BS Natural Resources Environmental Education; MA Science Education	2	2	Daughtrey Elementary: 2012: F; R-35 M-33 W-76 Sci-23 LGinR-58 LGinM-44 BQLGinR-61 BQLGinM-58 Rogers Garden Elementary: 2012: D; R-29 M-27 W-83 Sci-15 LGinR-60 LGinM-60 BQLGinR-58 BQLGinM-65
Mathematics	Duane Foster		1	1	

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
1. Additional positions as teacher on assignment	Ann McDonald	Ongoing
2. Additional collaborative planning hours with pay	Ann McDonald	Ongoing

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Non-Highly Effective Instructors

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 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
0 out of field and/or NOT highly effective	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
69	9	29	18	13	49%	100%	16%	1%	75%

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
Jennifer Tress	Malika Mills/Krista Simmons	New to the profession/New to District	Check in/Check out system; bi-weekly meetings

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Dr. Mitzi Mack	Tara Ostempowski/Lineback	New to the profession/New to District	Check in/Check out system; bi-weekly meetings
Treva Anderson	Lauren Crosby	New to the profession	Check in/Check out system; bi-weekly meetings
Randy Stowers	Candace Curtis/Fox	New to the profession/New to District	Check in/Check out system; bi-weekly meetings
Diana Ansbro	Tara Williams/Catherine Burke	New to the profession	Check in/Check out system; bi-weekly meetings
Duane Foster	Willie Mark	New to the profession/New to public school	Check in/Check out system; bi-weekly meetings
Zina Taylor	Lindsey Johnson/Brianna Caputo	New to public school	Check in/Check out system; bi-weekly meetings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Saturday school (extended learning time), collaborative planning, hiring of support personnel (TOA)
Title I, Part C- Migrant Bilingual Migrant Liaison provides services and support to students and parents.
Title I, Part D
Title II Instructional coaches for reading, mathematics, and science as required by differentiated accountability.
Title III
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless. Project Heart supports Daughtrey parents and students with homeless services and support.
Supplemental Academic Instruction (SAI) Leveled Literacy Intevention
Violence Prevention Programs PBS
Nutrition Programs Daughtrey takes part in the Federal Healthy Snack program, in which a daily snack of fruit and vegetables is provided for students. This will help all students with making wise nutritional decisions.
Housing Programs
Head Start
Adult Education (Parent Involvement opportunities; language; GED; resources/strategies; books)
Career and Technical Education

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Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. (Social worker, ESE/ESOL Specialists, Grade Level Lead, Guidance, etc) Anderson/Ansbro, Mack, McDonald, Johnson
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 Leadership team meets weekly to discuss data associated with students' needs for academic and behavior support. The team discusses individual students, support systems in place and needed to ensure student academic and behavior success. In addition, the MTSS Leadership Team will partner with other school teams (i.e. Literacy Leadership Team, Academic Teams, Administrative Team, etc.) to combine efforts of implementing goals and strategies to promote student academic and behavioral success.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The school-based MTSS Team analyzed and discussed disaggregated school wide discipline and academic data to determine SIP goals to help students be more successful. Some goals required that specific members take action with respect to the level of intervention for groups (collectively) and students (individually). The MTSS Leadership Team will review the SIP quarterly and give input into applicable areas.
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. Student placement in Tiers for behavior will be determined by documented FOCUS and Quick Query discipline records.
Describe the plan to train staff on MTSS. MTSS staff training will be ongoing. Upon faculty's return, an initial school-wide training will occur to review overall goal of MTSS and explain the plan of implementation. Ongoing training will occur through regularly scheduled grade level meetings facilitated by grade level teachers who are active members of the team and staff meetings.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principi & Assistant Principal; Reading Coaches (Primary & Intermediate); Dr. Mitzi Mack
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Monthly Meetings
What will be the major initiatives of the LLT this year? Develop 120 minute reading blocks to increase instructional best practices

Public School Choice

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

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

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

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

Invited kindergarteners week prior to beginning school for early screening (CELLS); Kindergarten open house (invite preschools in the community); build relationships and open lines of communication

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

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****High Schools Only***

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Students are unable to comprehend complex text due to a lack of vocabulary knowledge.	1A.1. Use of pre-reading vocabulary strategies prior to reading complex texts.	1A.1. Administrative Team Reading Coaches	1A.1. Coaching Cycles Progress Monitoring/Data Chats Lesson Study	1A.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By the end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that score a level 3 or above on the FCAT 2.0 Reading will be at 42% or greater.</i>	3 rd Grade: 30% (46 students)	3 rd Grade: 42% (65 students)					
	4 th Grade: 33% (40 students)	4 th Grade: 42% (51 students)					
	5 th Grade: 35% (38 students)	5 th Grade: 42% (45 students)					
			1A.2. Lack of use of research-based instructional strategies during delivery of core instruction	1A.2. Professional Development to strengthen teacher ability to deliver research-based instructional practices. Job embedded coaching cycles	1A.2. Administrative Team Reading Coaches	1A.2. Coaching Cycles Progress Monitoring/Data Chats	1A.2. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
			1A.3. Lack of use of data to make informed instructional decisions	1A.3. Professional development to strengthen data management, participate in data chats and effective data usage	1A.3. Administrative Team Reading Coaches	1A.3. Coaching Cycles Progress Monitoring/Data Chats	1A.3. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Lack of knowledge in the elementary FAA test administration	1B.1. Professional Development to strengthen teacher's awareness of assessment and progress monitoring	1B.1. Administrative Team ESE Specialists	1B.1. Coaching Cycles Progress Monitoring/Data Chats	1B.1. Classroom Walk-thru Data/Lesson Plan Review FAA
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% Levels 4, 5 and 6 (1 student)						
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of extended thinking activities to promote higher order thinking skills and to continue student stimulation skills	2A.1. PD: Differentiated reading (literacy circles, differentiated rigor, book clubs)	2A.1. Administrative Team Reading Coaches	2A.1. Coaching Cycles Progress Monitoring/Data Chats	2A.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Reading Goal #2A: <i>By the end of the 2012-2013 school year, the number of students scoring a level 4 or 5 on the FCAT 2.0 Reading will increase by at least 5%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3 rd Grade: 14% (22 students) 4 th Grade: 13% (16 students) 5 th Grade: 11% (12 students)	3 rd Grade: 19% (29 students) 4 th Grade: 18% (22 students) 5 th Grade: 16% (17 students)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Lack of knowledge in the elementary FAA test administration	2B.1. Professional Development to strengthen teacher's awareness of assessment and progress monitoring	2B.1. Administrative Team ESE Specialists	2B.1. Coaching Cycles Progress Monitoring/Data Chats	2B.1. Classroom Walk-thru Data/Lesson Plan Review FAA
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% Level 7 or above (1 student)						
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Ineffective use of progress monitoring to drive instruction and make informative decisions.	3A.1. Establishing an environment conducive to effective data collaboration. Professional Learning Communities and living data binders.	3A.1. Administrative Team Reading Coaches ESE/ESOL Specialists	3A.1. Coaching Cycles Progress Monitoring/Data Chats	3A.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In the 2012-2013 school year the percentage of 4th and 5th grade students making learning gains in reading will increase to at least 70%.</i>	<i>58% of students made learning gains in reading (133 students).</i>	<i>70% of students will make learning gains in grades 4 and 5 (161 students).</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>N/A</i>							
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p> <p><i>In the 2012-2013 school year at least 70% of students in the lowest 25% will make learning gains in reading.</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>61% of students in lowest 25% made learning gains in reading (140 students).</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>At least 70% of students in the lowest 25% will make learning gains in reading (161 students).</i></p>	<p>4A.1. Ineffective use of progress monitoring to drive instruction and make informative decisions to ultimately achieve any achievement gaps.</p>	<p>4A.1. Establishing an environment conducive to effective data collaboration.</p> <p>Professional Learning Communities and living data binders.</p>	<p>4A.1. Administrative Team</p> <p>Reading Coaches</p> <p>ESE/ESOL Specialists</p>	<p>4A.1. Coaching Cycles</p> <p>Progress Monitoring/Data Chats</p>	<p>4A.1. FCAT Data</p> <p>FAIR Data</p> <p>Benchmark/Common Assessments Data</p> <p>Classroom Walk-thru Data/Lesson Plan Review</p>
			<p>4A.2. Lack of differentiation based on individual student needs</p>	<p>4A.2. Job embedded coaching for differentiated strategies to include small group instruction and independent reading</p>	<p>4A.2. Administrative Team</p> <p>Reading Coaches</p> <p>ESE/ESOL Specialists</p>	<p>4A.2. Coaching Cycles</p> <p>Progress Monitoring/Data Chats</p>	<p>4A.2. FCAT Data</p> <p>FAIR Data</p> <p>Benchmark/Common Assessments Data</p> <p>Classroom Walk-thru Data/Lesson Plan Review</p>
			<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>

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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%. Reading Goal #5A: <i>Enter narrative for the goal in this box.</i> 2011-2012 Reading Proficiency All: 35 American Indian: N/A Asian: N/A Black/African American: 38 Hispanic: 30 White: 61 ELL: 22 SWD: 16 ED: 35	Baseline data 2010-2011	Total: 39 American Indian: N/A Asian: N/A Black/African American: 36 Hispanic: 36 White: 68 English Language Learner: 28 Students With Disabilities: 18 Economically Disadvantaged: 39	Total: 44 American Indian: N/A Asian: N/A Black/African American: 42 Hispanic: 42 White: 71 English Language Learner: 34 Students With Disabilities: 26 Economically Disadvantaged: 44	Total: 50 American Indian: N/A Asian: N/A Black/African American: 48 Hispanic: 48 White: 74 English Language Learner: 41 Students With Disabilities: 33 Economically Disadvantaged: 50	Total: 55 American Indian: N/A Asian: N/A Black/African American: 53 Hispanic: 53 White: 77 English Language Learner: 47 Students With Disabilities: 41 Economically Disadvantaged: 55	Total: 61 American Indian: N/A Asian: N/A Black/African American: 59 Hispanic: 59 White: 80 English Language Learner: 54 Students With Disabilities: 48 Economically Disadvantaged: 61	Total: 67 American Indian: N/A Asian: N/A Black/African American: 65 Hispanic: 65 White: 83 English Language Learner: 61 Students With Disabilities: 56 Economically Disadvantaged: 67
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>By the end of the 2012-2013 school year, the total number of students in each subgroup by ethnicity (White, Black, Hispanic, Asian, American Indian) will decrease the number of students not making satisfactory progress in reading according to the AMO for 2013.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. Ineffective use of progress monitoring to drive instruction and make informative decisions to ultimately achieve any achievement gaps.	5B.1. Establishing an environment conducive to effective data collaboration. Professional Learning Communities and living data binders.	5B.1. Administrative Team Reading Coaches ESE/ESOL Specialists	5B.1. Coaching Cycles Progress Monitoring/Data Chats	5B.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
	White: 39 Black: 62 Hispanic: 70 Asian: N/A American Indian: N/A	White: 29 Black: 58 Hispanic: 58 Asian: N/A American Indian: N/A					

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		5B.2. Lack of differentiation based on individual student needs	5B.2. Job embedded coaching for differentiated strategies to include small group instruction and independent reading	5B.2. Administrative Team Reading Coaches ESE/ESOL Specialists	5B.2. Coaching Cycles Progress Monitoring/Data Chats	5B.2. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
		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 reading.			5C.1. Ineffective use of progress monitoring to drive instruction and make informative decisions to ultimately achieve any achievement gaps.	5C.1. Establishing an environment conducive to effective data collaboration. Professional Learning Communities and living data binders.	5C.1. Administrative Team Reading Coaches ESE/ESOL Specialists	5C.1. Coaching Cycles Progress Monitoring/Data Chats	5C.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Reading Goal #5C:	<u>2012 Current Level of Performance:*</u> <i>ELL: 22</i>	<u>2013 Expected Level of Performance:*</u> <i>ELL: 34</i>					
By the end of the 2012-2013 school year, the total number of English Language Learners not making satisfactory progress in reading will decrease in accordance to the 2013 AMO.							
			5C.2. Lack of differentiation based on individual student needs	5C.2. Job embedded coaching for differentiated strategies to include small group instruction and independent reading	5C.2. Administrative Team Reading Coaches ESE/ESOL Specialists	5C.2. Coaching Cycles Progress Monitoring/Data Chats	5C.2. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Ineffective use of progress monitoring to drive instruction and make informative decisions to ultimately achieve any achievement gaps.	5D.1. Establishing an environment conducive to effective data collaboration. Professional Learning Communities and living data binders.	5D.1. Administrative Team Reading Coaches ESE/ESOL Specialists	5D.1. Coaching Cycles Progress Monitoring/Data Chats	5D.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Reading Goal #5D:	<u>2012 Current Level of Performance:*</u> <i>SWD: 16</i>	<u>2013 Expected Level of Performance:*</u> <i>SWD: 26</i>					
By the end of the 2012-2013 school year, the total number of Students With Disabilities not making satisfactory progress in reading will decrease in							

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accordance to the 2013 AMO.		5D.2. Lack of differentiation based on individual student needs	5D.2. Job embedded coaching for differentiated strategies to include small group instruction and independent reading	5D.2. Administrative Team Reading Coaches ESE/ESOL Specialists	5D.2. Coaching Cycles Progress Monitoring/Data Chats	5D.2. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Ineffective use of progress monitoring to drive instruction and make informative decisions to ultimately achieve any achievement gaps.	5E.1. Establishing an environment conducive to effective data collaboration. Professional Learning Communities and living data binders.	5E.1. Administrative Team Reading Coaches ESE/ESOL Specialists	5E.1. Coaching Cycles Progress Monitoring/Data Chats	5E.1. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Reading Goal #5E: By the end of the 2012-2013 school year, the total number of students making up the Economically Disadvantaged subgroup that are not making satisfactory progress in reading will decrease in accordance to the 2013 AMO.	2012 Current Level of Performance:* <i>ED: 35</i>	2013 Expected Level of Performance:* <i>ED: 44</i>					
			5E.2. Lack of differentiation based on individual student needs	5E.2. Job embedded coaching for differentiated strategies to include small group instruction and independent reading	5E.2. Administrative Team Reading Coaches ESE/ESOL Specialists	5E.2. Coaching Cycles Progress Monitoring/Data Chats	5E.2. FCAT Data FAIR Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Libraries &	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	August 14, 2012	Teams/ Coaching Cycles	Reading Coaches, M. Mack
ParaProfessionals in the Reading Block	K-5	Reading Coaches	Paraprofessionals	August 23, 2012	Reading Coaches	Reading Coaches/M. Mack
FAIR Assessment Training (new teachers K-5)	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	August 22, 2012	Team/ Coaching Cycles	Reading Coaches, M. Mack

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Matching Students to Books (Book Room/Leveling)	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	August, 22, 2012	Team/Coaching Cycles	Reading Coaches,/M. Mack
Word Study Words Their Way	K-5	Reading Coaches	Grade Level Teachers K-2/3-5, Paraprofessionals	August 29, 2012	Team/ Coaching Cycles	Reading Coaches/ M. Mack
BAS- Benchmark Assessment System	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	September 11, 2012 4-6 – Non- Contracted Pay	Coaching Cycles	Reading Coaches/ M. Mack
Foundations Phonics (TBA)	K-2 and 3 rd grade retainee teachers	Reading Coaches	Grade Level Teachers K-3	September 18, 2012 4-6 – Non- Contracted Pay	Coaching Cycles	Reading Coaches/ M. Mack
Leveled Literacy Intervention (LLI)	K-3	Reading Coaches	Grade Level Teachers	September	Coaching Cycles	Reading Coaches/M. Mack
Accountable Talk	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	September 19, 2012	Coaching Cycles	Reading Coaches/ M. Mack
Conferring	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	October	Coaching Cycles	Reading Coaches/ M. Mack
Text Complexity/Close Reading/CIS	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	October	Coaching Cycles	Reading Coaches/ M. Mack
Common Core	K-5	Reading Coaches	Grade Level Teachers K-2/3-5	January	Coaching Cycles	Reading Coaches/ M. Mack

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To support assessment for leveled materials	Benchmark Assessment System	Title I	?
To support the literacy block	Foundations Phonics K-2 & Gr3 remediation	Title I	\$46,000
Supplemental material for reading remedial support	Reading Coach 3-5 Florida Ready 3-5	Title I	\$5,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
To support Waterford	44 IMacs K-2	Title I	\$44,000
			Subtotal: \$44,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
To support teachers with implementation of the Core Curriculum	Collaborative planning outside work day	Title I	\$10,000
International Reading Association	Professional development to help with struggling students/reading interventions	Title I	\$5,000
Florida Reading Association	Professional development for reading coaches	Title I	\$2,000
To cover teachers' classroom	Substitute teachers will cover teachers for professional development	Title I	\$5,000
			Subtotal: \$22,000
Other			
Strategy	Description of Resources	Funding Source	Amount
To assist with progress monitoring	Printing of reading materials for all students	Title I	\$7,000
Extended learning time	Saturday School/Intensive remediation	Title I	\$10,000
			Subtotal: \$17,000
			Total:

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. ELL students enroll in school with weak vocabulary skills	1.1. All teachers are to use Total Physical Response in instruction consistently on a daily basis. All teachers are to use Language Experience Approach in instruction consistently on a daily basis. All teachers are to pre-teach new vocabulary prior to lessons by using pictures and realia. All teachers are to provide language frames for students to model. Students will create vocabulary banks.	1.1. ESOL Specialists Reading Coaches	1.1. FAIR Benchmark Assessments Push-in/Pull out Small groups	1.1. CELLA
<u>CELLA Goal #1:</u> <i>CELLA scores of Spring 2013 will reflect 10% of increase in Listening/Speaking.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> KDG: 7% 1 st : 28% 2 nd : 88% 3 rd : 4% 4 th : 38% 5 th : 38%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. ELL students enroll in school with weak vocabulary skills	2.1. All teachers are to pre-teach new vocabulary prior to lessons by using pictures and realia. All teachers are to activate and/or	2.1. ESOL Specialists Reading Coaches	2.1. FAIR Benchmark Assessments Push-in/Pull out Small groups	2.1. ELL students enroll in school with weak vocabulary skills
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading:</u>					

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<p><i>CELLA Scores of spring 2013 will reflect 10% of increase in Reading.</i></p>	<p>KDG: 0% 1st: 13% 2nd: 49% 3rd: 4% 4th: 41% 5th: 33%.</p>		<p>build prior knowledge.</p> <p>All teachers are to use visual & graphic organizers such as timelines, Venn diagrams, T-Charts, Cycle Graph, etc.</p> <p>All teachers are to provide a variety reading activities such as Read Aloud, Independent Reading, Writing and Response to Reading, , etc.</p> <p>Student will create vocabulary bank, and the teachers will create word walls with pictures.</p>			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. ELL students enroll in school with weak vocabulary skills	2.1. All teachers are to provide differentiated small group vocabulary and writing instruction and feedback. Students will use their vocabulary banks, word wall, bilingual and/or monolingual dictionaries. All teachers are to use a variety of sentence frames. All teachers are to model planning outlines. All teachers are to provide Rubrics to be used for Student Self Assessment.	2.1. ESOL Specialists Reading Coaches	2.1. FAIR Benchmark Assessments Push-in/Pull out Small groups	2.1. CELLA
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>CELLS Scores of Spring 2013 will reflect 10% of increase in Writing.</i>	KDG: 0% 1 st : 12% 2 nd : 34% 3 rd : 0% 4 th : 42% 5 th : 29%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Lack of pedagogical knowledge and effective use of math resources	1A.1. Professional development with opportunities to unpack the standards.	1A.1. Administrative Team Reading and Math Coaches	1A.1. Coaching Cycles PLC Progress Monitoring/Data Chats	1A.1. FCAT Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
Mathematics Goal #1A: <i>By the end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that score a level 3 or above on the FCAT 2.0 Mathematics will be at 50% or greater.</i>	2012 Current Level of Performance:* 3 rd : 34% (52 students) 4 th : 37% (46 students) 5 th : 18% (19 students)	2013 Expected Level of Performance:* 3 rd : 50% (76 students) 4 th : 50% (62 students) 5 th : 50% (54 students)					
			1A.2. Lack of the use of academic language in Mathematics	1A.2. Coaching Cycles and PLC on strengthening and integrating vocabulary, reading strategies, and writing in mathematics	1A.2. Administrative Team Reading and Math Coaches	1A.2. Coaching Cycles PLC Progress Monitoring/Data Chats Walkthrough data will be reviewed regularly.	1A.2. FCAT Data Benchmark/Common Assessments Data Classroom Walk-thru Data/Lesson Plan Review
			1A.3. Core instruction does not consistently include effective math assessments for monitoring student progress.	1A.3. Each teacher will use common grade level assessments before and after each unit of instruction. Teachers will implement their grade level assessments and teachers will meet with the math coach monthly to review data, monitor student progress, and adjust and provide targeted instruction based on the results.	1A.3. Math Coach Grade Level Teams	1A.3. Results from regular classroom assessments will be reviewed at grade level, Literacy, and MTSS meetings. Student performance will be the indicator of effectiveness.	1A.3. Grade level assessments Data charts/spreadsheets SuccessMaker FCAT

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			IB.1. Lack of knowledge in the elementary FAA test administration	IB.1. Professional Development to strengthen teacher's awareness of assessment and progress monitoring	IB.1. Administrative Team ESE Specialists	IB.1. Coaching Cycles Progress Monitoring/Data Chats	IB.1. Classroom Walk-thru Data/Lesson Plan Review FAA
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% Levels 4, 5 and 6 (1 student).						
			IB.2.	IB.2.	IB.2.	IB.2.	IB.2.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.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. Mathematics Goal #2A: <i>By the end of the 2012-2013 school year, students scoring a level 4 or 5 on the FCAT 2.0 Mathematics will increase by at least 5%.</i>			2A.1. Differentiated instruction and assignments are not consistently planned and implemented throughout the core curriculum.	2A.1. Teachers will consistently develop differentiated lessons for the level 4 and 5 students and include enrichment activities and extended thinking activities in their classroom for all students.	2A.1. Administrative Team Math Coach	2A.1. Data based lesson plans will be monitored for enrichment groupings. Walkthrough data will be reviewed regularly. Results on assignments/assessments will be monitored.	2A.1. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker
			2A.2. Lack of application of the Gradual Release of Responsibility Model.	2A.2. Teachers will consistently apply the Gradual Release of Responsibility Model in their classroom for all students.	2A.2. Administrative Team Math Coach	2A.2. Lesson plans will be monitored for Gradual Release of Responsibility models. Walkthrough data will be reviewed regularly. Results on assignments/assessments will be monitored.	2A.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: <i>0% Level 7 or above (0 students).</i>			2B.1. Lack of knowledge in the elementary FAA test administration	2B.1. Professional Development to strengthen teacher's awareness of assessment and progress monitoring	2B.1. Administrative Team ESE Specialists	2B.1. Coaching Cycles Progress Monitoring/Data Chats	2B.1. Classroom Walk-thru Data/Lesson Plan Review FAA
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		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. There is not a common structure for instruction during the math block.	3A.1. During the 2012-2013 school year the staff will use the math block framework developed by the district.	3A.1. Administrative Team Math Coach	3A.1. Monitoring lesson plans. Walkthrough data will be reviewed regularly.	3A.1. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In the 2012-2013 school year the percentage of 4th and 5th grade students making learning gains in mathematics will increase to at least 70%.</i>	<i>44% of students made learning gains in mathematics (102 students).</i>	<i>70% of students will make learning gains in grades 4 and 5 (162 students).</i>					
			3A.2. Grade level teams do not consistently use a common lesson plan framework using the Learning Focused and Gradual Release of Responsibility models.	3A.2. Grade level teachers will plan collaboratively and agree on the emphasis of each lesson (essential question and focus) and what the Gradual Release of Responsibility patterns should be.	3A.2. Administrative Team Math Coach Grade level teams	3A.2. Monitoring lesson plans. Walkthrough data will be reviewed regularly.	3A.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker
			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.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p> <p><i>In the 2012-2013 school year at least 75% of students in the lowest 25% will make learning gains in mathematics.</i></p>	<p>2012 Current Level of Performance:*</p> <p><i>58% of students in lowest 25% made learning gains in mathematics (135 students).</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>At least 75% of students in the lowest 25% will make learning gains in mathematics (174 students).</i></p>	<p>4A.1. Teachers do not consistently teach students how to analyze information and write to justify their answers through explanation and representation.</p>	<p>4A.1. Teachers will consistently use math journals with their students as part of daily practice.</p>	<p>4A.1. Administrative Team Reading and Math Coaches</p>	<p>4A.1. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.</p>	<p>4A.1. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
			<p>4A.2. Remediation, differentiated instruction and assessments are not consistently planned and implemented by each grade level.</p>	<p>4A.2. Teachers will consistently develop differentiated and targeted remedial lessons for all students.</p>	<p>4A.2. Administrative Team Math Coach</p>	<p>4A.2. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.</p>	<p>4A.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
			<p>4A.3. Additional time for instruction is needed</p>	<p>4A.3. The school will provide additional time in each school day for remediation.</p>	<p>4A.3. Administrative Team Math Coach</p>	<p>4A.3. Assignments/assessments will be aligned and monitored.</p>	<p>4A.3. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> 2011-2012 Mathematics Proficiency All: 33 American Indian: N/A Asian: N/A Black/African American: 26 Hispanic: 35 White: 32 ELL: 29 SWD: 25 ED: 33	Baseline data 2010-2011		Total: 39 American Indian: N/A Asian: N/A Black/African American: 32 Hispanic: 39 White: 54 English Language Learner: 29 Students With Disabilities: 22 Economically Disadvantaged: 38 <i>ED: 67 57</i>	Total: 44 American Indian: N/A Asian: N/A Black/African American: 38 Hispanic: 44 White: 58 English Language Learner: 36 Students With Disabilities: 29 Economically Disadvantaged: 43	Total: 50 American Indian: N/A Asian: N/A Black/African American: 45 Hispanic: 50 White: 63 English Language Learner: 42 Students With Disabilities: 36 Economically Disadvantaged: 49	Total: 55 American Indian: N/A Asian: N/A Black/African American: 51 Hispanic: 55 White: 67 English Language Learner: 49 Students With Disabilities: 43 Economically Disadvantaged: 55	Total: 61 American Indian: N/A Asian: N/A Black/African American: 57 Hispanic: 61 White: 71 English Language Learner: 55 Students With Disabilities: 50 Economically Disadvantaged: 60	Total: 67 American Indian: N/A Asian: N/A Black/African American: 63 Hispanic: 67 White: 75 English Language Learner: 62 Students With Disabilities: 58 Economically Disadvantaged: 66
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>By the end of the 2012-2013 school year, the total number of students in each subgroup by ethnicity (White, Black, Hispanic, Asian, American Indian) will decrease the number of students not making satisfactory progress in</i>	2012 Current Level of Performance:* White: 68 Black: 74 Hispanic: 65 Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 42 Black: 62 Hispanic: 56 Asian: N/A American Indian: N/A	5B.1. Grade level teams do not consistently use a common lesson plan framework using the Learning Focused and Gradual Release of Responsibility models.	5B.1. Grade level teachers will plan collaboratively and agree on the emphasis of each lesson (essential question and focus) and what the Gradual Release of Responsibility patterns should be.	5B.1. Administrative Team Math Coach Grade level teams	5B.1. Monitoring lesson plans. Walkthrough data will be reviewed regularly.	5B.1. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker	

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<i>mathematics according to the AMO for 2013.</i>		5B.2. Teachers do not consistently teach students how to analyze information and write to justify their answers through explanation and representation.	5B.2. Teachers will consistently use math journals with their students as part of daily practice.	5B.2. Administrative Team Reading and Math Coaches	5B.2. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.	5B.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker
		5B.3. Remediation, differentiated instruction and assessments are not consistently planned and implemented by each grade level.	5B.3. Teachers will consistently develop differentiated and targeted remedial lessons for all students.	5B.3. Administrative Team Math Coach	5B.3. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.	5B.3. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker

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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
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p><u>Mathematics Goal</u> #5C: By the end of the 2012-2013 school year, the total number of English Language Learners not making satisfactory progress in mathematics will decrease in accordance to the 2013 AMO.</p>	<p>2012 Current Level of Performance:*</p> <p>ELL: 71</p>	<p>2013 Expected Level of Performance:*</p> <p>ELL: 64</p>	<p>5C.1. Grade level teams do not consistently use a common lesson plan framework using the Learning Focused and Gradual Release of Responsibility models.</p>	<p>5C.1. Grade level teachers will plan collaboratively and agree on the emphasis of each lesson (essential question and focus) and what the Gradual Release of Responsibility patterns should be.</p>	<p>5C.1. Administrative Team Math Coach Grade level teams</p>	<p>5C.1. Monitoring lesson plans. Walkthrough data will be reviewed regularly.</p>	<p>5C.1. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
			<p>5C.2. Teachers do not consistently teach students how to analyze information and write to justify their answers through explanation and representation.</p>	<p>5C.2. Teachers will consistently use math journals with their students as part of daily practice.</p>	<p>5C.2. Administrative Team Reading and Math Coaches</p>	<p>5C.2. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.</p>	<p>5C.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
			<p>5C.3. Remediation, differentiated instruction and assessments are not consistently planned and implemented by each grade level.</p>	<p>5C.3. Teachers will consistently develop differentiated and targeted remedial lessons for all students.</p>	<p>5C.3. Administrative Team Math Coach</p>	<p>5C.3. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.</p>	<p>5C.3. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p><u>Mathematics Goal</u> #5D:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>5D.1. Grade level teams do not consistently use a common lesson plan framework using the Learning Focused and Gradual Release of Responsibility models.</p>	<p>5D.1. Grade level teachers will plan collaboratively and agree on the emphasis of each lesson (essential question and focus) and what the Gradual Release of Responsibility</p>	<p>5D.1. Administrative Team Math Coach Grade level teams</p>	<p>5D.1. Monitoring lesson plans. Walkthrough data will be reviewed regularly.</p>	<p>5D.1. Grade level assessments Benchmark Assessments Data spreadsheets</p>

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By the end of the 2012-2013 school year, the total number of Students With Disabilities not making satisfactory progress in mathematics will decrease in accordance to the 2013 AMO.	<i>ESE: 75</i>	<i>ESE: 71</i>		patterns should be.			FCAT SuccessMaker
		5D.2. Teachers do not consistently teach students how to analyze information and write to justify their answers through explanation and representation.	5D.2. Teachers will consistently use math journals with their students as part of daily practice.	5D.2. Administrative Team Reading and Math Coaches	5D.2. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.	5D.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker	
		5D.3. Remediation, differentiated instruction and assessments are not consistently planned and implemented by each grade level.	5D.3. Teachers will consistently develop differentiated and targeted remedial lessons for all students.	5D.3. Administrative Team Math Coach	5D.3. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.	5D.3. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker	

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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
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p><u>Mathematics Goal</u> #5E: By the end of the 2012-2013 school year, the total number of students making up the Economically Disadvantaged subgroup that are not making satisfactory progress in mathematics will decrease in accordance to the 2013 AMO.</p>	<p>2012 Current Level of Performance:*</p> <p>ED: 67</p>	<p>2013 Expected Level of Performance:*</p> <p>ED: 57</p>	<p>5E.1. Grade level teams do not consistently use a common lesson plan framework using the Learning Focused and Gradual Release of Responsibility models.</p>	<p>5E.1. Grade level teachers will plan collaboratively and agree on the emphasis of each lesson (essential question and focus) and what the Gradual Release of Responsibility patterns should be.</p>	<p>5E.1. Administrative Team Math Coach Grade level teams</p>	<p>5E.1. Monitoring lesson plans. Walkthrough data will be reviewed regularly.</p>	<p>5E.1. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
			<p>5E.2. Teachers do not consistently teach students how to analyze information and write to justify their answers through explanation and representation.</p>	<p>5E.2. Teachers will consistently use math journals with their students as part of daily practice.</p>	<p>5E.2. Administrative Team Reading and Math Coaches</p>	<p>5E.2. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.</p>	<p>5E.2. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>
			<p>5E.3. Remediation, differentiated instruction and assessments are not consistently planned and implemented by each grade level.</p>	<p>5E.3. Teachers will consistently develop differentiated and targeted remedial lessons for all students.</p>	<p>5E.3. Administrative Team Math Coach</p>	<p>5E.3. Lesson plans will be monitored. Assignments/assessments will be aligned and monitored. Walkthrough data will be reviewed regularly.</p>	<p>5E.3. Grade level assessments Benchmark Assessments Data spreadsheets FCAT SuccessMaker</p>

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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. Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>			3.1.	3.1.	3.1.	3.1.	3.1.				
			<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>							
			<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>							
	3.2.	3.2.	3.2.	3.2.	3.2.						
	3.3.	3.3.	3.3.	3.3.	3.3.						

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Baseline data 2011-2012							
	Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math series and common assessments trainings	K – 5, ESE/VE/ELL	Math Coach	K – 5 and ESE/VE/ELL teachers	Ongoing throughout year	Lesson plans monitored, walkthroughs conducted	Administrative Team
Math Block structure trainings	K – 5, ESE/VE/ELL	Math Coach	K - 5 and ESE/VE/ELL teachers	Ongoing throughout year	Lesson plans monitored, walkthroughs conducted	Administrative Team

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Data based planning and collaborative planning trainings	K – 5, ESE/VE/ELL	Math Coach	K - 5 and ESE/VE/ELL teachers	Ongoing throughout year	Lesson plans monitored, walkthroughs conducted	Administrative Team
Instructional Technology Tools trainings	K – 5, ESE/VE/ELL	Math Coach	K - 5 and ESE/VE/ELL teachers	Ongoing throughout year	Lesson plans monitored, walkthroughs conducted	Administrative Team

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To supplement for math remedial support	Math Coach 3-5	Title I	\$5,000
Manipulatives to support the core program	Go Math! Manipulatives	Title I	\$1,000
			Subtotal: 6,000
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
Extended learning time	Saturday School/Intensive remediation	Title I	\$10,000
			Subtotal: \$10,000
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Lack of opportunity for students to communicate scientifically both orally and written.	1A.1. Professional development in use of interactive science notebooks Science text incorporated with reading strategies for strengthening text complexity and vocabulary	1A.1. Administrative Team Science Coach Reading Coaches	1A.1. Coaching Cycles Breakfast Club	1A.1. FCAT Data County Benchmark Assessments National Geographic Benchmark Assessments Common Assessments Walk-through Data
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By the end of the 2012-2013 school year, the percentage of 5th grade students that score a level 3 or above on the FCAT 2.0 Science will at 40% or higher.</i>	23% (25 students)	40% (43 students)					
			1A.2. Lack of pedagogical knowledge and effective use of science resources.	1A.2. Professional development on unpacking the standards	1A.2. Administrative Team Science Coach	1A.2. Coaching Cycles	1A.2. FCAT Data County Benchmark Assessments National Geographic Benchmark Assessments Common Assessments Walk-through Data
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	100% Levels 4, 5, and 6 (2 students)						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Lack of opportunities for students to engage in open-ended science inquiry.	2A.1. Lesson study on how open-ended inquiry in classrooms extends learning and enables application of scientific knowledge	2A.1. Administrative Team Science Coach	2A.1. Coaching Cycles Lesson Study	2A.1. FCAT Data County Benchmark Assessments National Geographic Benchmark Assessments Common Assessments Walk-through Data
Science Goal #2A: <i>The percentage of students achieving Levels 4 and 5 on the 2013 FCAT 2.0 Science will increase by at least 5%.</i>	<u>2012 Current Level of Performance:*</u> 2% (2 students)	<u>2013Expected Level of Performance:*</u> 7% (8 students)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u> 0% Level 7 or above (0 students).	<u>2013Expected Level of Performance:*</u>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Science Interactive Notebooks	K - 5	Science Coach	Classroom teachers, Engineering teacher, Science teacher	Intermediate grades 1/16/13 Primary grades 1/30/13	Modeling use of science interactive notebooks in classroom. Evaluation of student interactive notebooks regarding the number of elements being utilized	Science Coach
Unpacking Grade Level Science Standards	K - 5	Science Coach	Classroom teachers, Science teacher	Intermediate grades 9/26/12; ongoing Primary grades Nov. 2012	Classroom Walkthroughs Coaching Cycles	Science Coach
FCAT 2.0 Writing Updates, Scoring, Resources; Instructional Strategies to Improve Writing	4 th	Linda Fowler; District	4 th grade classroom teachers	Oct. 15 th ; Oct. 30 th ; Nov. 27 th	Classroom Walkthroughs Modeling; Coaching	Reading Coaches; Administration

Science Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attend NSTA Conference, Atlanta, GA (November 1 - 3)	This would include airfare, hotel accommodations, admission to the conference, meals and other travel expenses.	Title I	?
Attend FAST Conference St. Pete Beach, FL (October 25 - 27)	This would include admission to the conference, mileage, lunch and other travel expenses	Title I	?
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Florida Technology and Engineering Educators Association Membership & NSTA / FAST Memberships	Professional Science memberships – 6 teachers	Title I	?
To assist with progress monitoring	Printing of science materials for all students	Title I	\$500
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 4.0 and higher in writing.			1A.1. 2011-2012 FLDOE scoring modifications to include additional emphasis on conventions	1A.1. Professional Development in scoring expectations Collaborative planning Increased writing in grades K-5	1A.1. Administrative Team Reading Coaches	1A.1. Coaching Cycles Progress Monitoring/Data Chats	1A.1. FCAT Writing scores District Writes Daughtrey Writes Teacher benchmark writing assessments Classroom Walkthrough Data/Lesson Plan Review
Writing Goal #1A: <i>By the end of the 2012-2013 school year, the percentage of 4th grade students that score a level 4.0 or higher on the FCAT Writing will be at 80% or higher.</i>	2012 Current Level of Performance:* <i>76% scored at level 3 and above (91 students). 23% scored at level 4 and above (27 students).</i>	2013 Expected Level of Performance:* <i>At least 80% of students will score at level 4 or above (96 students).</i>					
			1A.2. Lack of use of data to make informed instructional decisions	1A.2. Professional development to strengthen data management, participate in data chats and effective data usage	1A.2. Administrative Team Reading Coaches	1A.2. Coaching Cycles Progress Monitoring/Data Chats	1A.2. FCAT Writing scores District Writes Daughtrey Writes Teacher benchmark writing assessments Classroom Walkthrough Data/Lesson Plan Review
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A						
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Revised writing block	K-5	Coaches	Grade Levels; Special Area; Support Staff	August 13 th 2012	Walk through data; lesson plan review	Administrative Team Reading Coaches
Scoring	4 th / Writing	Assistant Principal	4 th Grade; Special Area Staff	August 22 nd through 24 th 2012	Walk through data	Administrative Team Reading Coaches
FCAT 2.0 Writing Updates, Scoring, Resources; Instructional Strategies to Improve Writing	4 th	Linda Fowler; District	4 th grade classroom teachers	Oct. 15 th ; Oct. 30 th ; Nov. 27 th	Classroom Walkthroughs Modeling; Coaching	Reading Coaches; Administration
Mentor Texts for Writing	4 th	Coaches	4 th Grade Teachers	Ongoing	Modeling; Coaching	Coaches Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
To assist with progress monitoring	Printing of writing materials for all students K-5	Title I	\$1,000
			Subtotal: \$1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			

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

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Strategy	Description of Resources	Funding Source	Amount
To support Gr4 writing teachers with instructional best practices	Melissa Forney Workshop	Title I	\$1,000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Extended learning time	Weekly Intensive remediation after school: Writing Club	Title I	\$3,000
			Subtotal:
			Total:

End of Writing Goals

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

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

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

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		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

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Civics Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Civics Goals

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

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

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

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		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

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	Subtotal:
	Total:

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of school-wide behavior management system	1.1. Implementation of Positive Behavior Support	1.1. Administrative Team	1.1. Data collection and monitoring of attendance and PBS token economy system	1.1. FOCUS
Attendance Goal #1: <i>Students with excessive absences and tardies will decrease by 30% for the 2012-2013 school year by creating a positive socio-economical connection for students with school.</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*		Subcommittee create incentive plan for good attendance	Treva Anderson Diana Ansbro		
	95.47	97.10					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	117	82					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	120	84					

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		1.2. Lack of intervention personnel to provide strategies and structure to support the behavioral needs of the school	1.2. Hired discipline administrator and a behavior interventionist	1.2. Ann McDonald, Principal	1.2. Data collection and monitoring of referrals and PBS token economy system	1.2. FOCUS
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Attendance Goals

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Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of school-wide behavior management system	1.1. Implementation of Positive Behavior Support	1.1. Administrative Team Treva Anderson Diana Ansbro	1.1. Data collection and monitoring of referrals and PBS token economy system	1.1. FOCUS
Suspension Goal #1: <i>By the end of the 2012-2013 school year, school suspensions will be reduced by 30% (143 students).</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	6	75					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	6	50					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	199	150					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
83	70						
			1.2. Lack of intervention personnel to provide strategies and structure to support the behavioral needs of the school	1.2. Hired discipline administrator and a behavior interventionist	1.2. Ann McDonald, Principal	1.2. Data collection and monitoring of referrals and PBS token economy system	1.2. FOCUS

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		1.3.	1.3.	1.3.	1.3.	1.3.
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Suspension Goal(s)

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

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Booster Training	PBS committee	USF Professor	PBS committee members	August 9, 2012	Quarterly/Annual evaluation	School psychologist
PBS Training	K-5	Discipline Administrator Behavior Interventionist	School-wide	August 13, 2012	Data collection and monitoring of referrals and PBS token economy system	Administrative Team

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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
PBS Incentives	Prizes; printing material	Title I/Discretionary	\$1,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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<i>in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Lack of resources and strategies for the academic areas	1.1. Implementing Family Night providing assistance with academics through Math Night, Literacy Night and Science Night Family workshops (?)	1.1. Administrative Team Coaches/Teachers	1.1. Parent survey	1.1. Individual feedback Self-monitoring Parent survey
Parent Involvement Goal #1:	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2. Language	1.2. Parent English Language Lab provided with child care	1.2. Administrative Team	1.2. Computer Assessment Self monitoring	1.2. Individual feedback Self monitoring Parent survey
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Parent Involvement Professional Development

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

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Family Workshops	ALL		School-wide	Ongoing	Parent survey	Administrative Team or designee

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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
Family nights such as Literacy Night, Math Night, Science Night, etc., parent volunteer workshops, language lab, English and computer classes for parents	Staff, child care, student agendas, materials, food, communication items, language lab, and community resources. Also, printing materials for Newsletter and parent flyers to inform parents of upcoming events	Parent Involvement/Printing	\$8,540
			Subtotal: \$8,540
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: <i>80% (700) of students will be proficient in grade-level appropriate STEM concepts and processes.</i>	1.1. This is the first year of the engineering lab.	1.1. All students will be actively engaged in STEM activities in the Inspiring Elementary Engineering (IE2) lab on regular basis. Selected 5 th grade students will participate in the Technology Student Association (TSA). TSA students will participate in extracurricular county STEM competitions.	1.1. Administrative Team Science Coach	1.1. Walk-through Data Percent of students proficient on formative assessments.	1.1. Small group project based assessment
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Engineering Concepts & Rationale for Instruction	All	Engineering Teacher Science Coach	All classroom teachers	Wednesday P.M. Date TBD		Science Coach

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
STEM	Materials	Title I	\$10,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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<i>this box.</i>	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Additional Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
SuccessMaker Lab for remediation with 3 rd grade reading and 5 th grade mathematics	10.6 MT Lion Upgrades	General Funds Software Instructional (SIP)	\$999.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$134,000 (?)
CELLA Budget	Total:
Mathematics Budget	Total: \$16,000
Science Budget	Total: \$500 (?)
Writing Budget	Total: \$5,000
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$8,540
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total: \$999

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	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.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount

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