FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Clermont Elementary	District Name: Lake
Principal: Cleamstine Caple	Superintendent: Dr. Susan Moxley
SAC Chair: Jasondra Rama	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	Cleamstine Caple	B.A. M.A. Ed. Specialist	28	23	09/11, 11/12 School Grade A B High Standards in Reading 71% 53% High Standards in Math 65% 57% High Standards in Writing 87% 82% High Standards in Science 50% 50% % Making Learning Gains in Reading 63% 61% AYP 87% AMO Reading 50% AMO Math 54%
Assistant Principal	Steve Boyd	M. A.	8	6	09/11, 11/12 School Grade A B High Standards in Reading 71% 53% High Standards in Math 65% 57% High Standards in Writing 87% 82% High Standards in Science 50% 50% % Making Learning Gains in Reading 63% 61% AYP 87% AMO Reading 50% AMO Math 54%

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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)
ELA	Diane Graziani	BS: Learning Disabilities MS: Varying Exceptionalities Ed.S: Educational Leadership PreK-3rd Grade ESOL Endorsement Reading Endorsement	5	5	09/11, 11/12 School Grade A B High Standards in Reading 71% 53% High Standards in Math 65% 57% High Standards in Writing 87% 82% High Standards in Science 50% 50% % Making Learning Gains in Reading 63% 61% AYP 87% AMO Reading 50% AMO Math 54%

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		
4.		

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Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0/0%	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	2	9	21	17	36%	100	8%	6%	93.8%

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
Rene Ward	Natasha Stiller	Same grade level	Review orientation list, Meet weekly to discuss any areas of concerns. RTI process, common core, common board, Team
Karrie Anderson	Heather Fern	Same grade level	Review orientation list, Meet weekly to discuss any areas of concerns. RTI process, common core, common board,
Arlene Silvera	Roxanne Rocha	Same grade level	Review orientation list, Meet weekly to discuss any areas of concerns. RTI process, common core, common board

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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: Provide students additional remediation through resource teachers, paraprofessionals, a resource room with materials for parents and staff to check out, after-school programs and summer school.
Title I, Part C- Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. When students who are Migrant enroll the following will occur: • Ensure student(s) are receiving free breakfast and lunch • Take a needs assessment of the student: • Is the child on grade level? • Are they are appropriate for the grade that they are placed? • Are they reading, writing, and performing math on grade level? • Do they fairly complete records from their previous school? • Do they have any health concerns? • Does the child qualify for ELL assistance? • If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.
Title I, Part D: The District supports the GED program and coordinates with the Drop-out Prevention programs
Title II: Services are provided through the district for educational materials and ELL district support services to meet the needs of immigrant and English Language Learner.
Title III

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Title X- Homeless:
District Social Workers coordinate with resources for students identified as homeless to eliminate barriers to a free and appropriate education.

When students who are homeless enroll the following will occur:
- Ensure student(s) are receiving free breakfast and lunch
- Take a needs assessment of the student:
- Is the child on grade level?
- Are they are appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?
- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs:
Positive Support integrated into the CHAMPs program that teaches students to respond in a positive manner to various obstacles.

Nutrition Programs:
School collaborates with various churches to provide weekend food for students qualifying for free and reduced lunch.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The MTSS team consists of: Administrator: Ms. Cleamstine Caple RtI Coordinator: Kenneth Lyford Literacy Coach: Diane Graziani CRT: Deborah Harris School Psychologist: Kindel Chappell Speech and Language Pathologist: Beth Bond Social Worker: Jane Boyack Classroom Teachers
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 Response to Intervention team function is to disaggregate school-wide data and determine areas that need to be addressed. If it is a deemed a curriculum issue, a plan to implement changes in the delivery of curriculum will be made and progress will be monitored to determine if the changes were successful. If it is determined that an individual student is having difficulty, the team will work with the classroom teacher in the implementation of a research-based intervention and decide how progress will be monitored. If after reviewing the progress monitoring data the intervention is unsuccessful a different or more intensive intervention is then prescribed. Progress will be monitored more frequently to determine success. The RtI team will meet with every teacher at least three times this year. This will occur after FAIR and benchmark testing. If individual students continue to struggle the team will meet with the student's teacher to discuss intensive interventions and work to support the teacher through the process. This process will be used for both academic and behavioral concerns.
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 Response to Intervention team will look at school-wide data and determine areas that need to be addressed. If it is a deemed a curriculum issue, a plan to implement changes will be made and progress will be monitored to determine if the change was successful. The team will also develop professional development strategies targeted toward deficiencies.
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. RtI One: The RtI team uses Fair, benchmark and FCAT data to determine which school-wide curriculum areas need to be addressed. Teachers are taught how to access classroom data on PMRN and Edusoft. This data is used to determine curricular deficits. Teachers are provided a work sessions throughout the year where they are to create an action plan that includes strategies to address deficits and a system of progress monitoring to determine intervention effectiveness.

RtI Two and Three: Teachers will use the data gathered by monitoring progress to determine if students are being successful. A database with all RtI two and three students will be maintained by the school coordinator. This database will be used to track progress and aid in the scheduling of students who need individual meetings.
Describe the plan to train staff on MTSS.   A series of three sessions will be provided throughout the year where teachers will be guided in the creation of an individual action plan that includes all of the components of RtI (MTSS)
Describe the plan to support MTSS.   The leadership team will provide inservice, resources and opportunities to meet with teachers to discuss and assist in the implementation of interventions that are research based and targeted toward academic and behavioral deficits.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Cleamstine Caple, Principal   Steve Boyd, Assistant Principal   Diane Graziani, Literacy Coach   Ken Lyford, Guidance   Debbie Harris, CRT   Lesli Silva, ESE School Specialist   Susan Tillery, Reading Coach
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The Literacy Leadership Team meets on a weekly basis to discuss literacy concerns, reading data, reading interventions, and RtI. The team plans in house workshops for teachers with topics aligned with FCIM: test score disaggregation using the data to drive instruction, development of curriculum timeline in order to provide clear instructional focus in the classroom.
What will be the major initiatives of the LLT this year?   The major initiative this school year is to reach our AMO targets in reading for 3rd, 4th and 5th grade students and to provide a solid foundation in reading skills for Kindergarten, 1st, and 2nd grade students. Through this initiative we plan to bring our school grade back up to an "A."

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

*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

*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]).

<table>
<tr>
<th colspan="3">Reading Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="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:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</td>
<td>1A.1.</td>
<td>1A.1.
Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom

Differentiated Reading Instruction</td>
<td>1A.1.
Classroom teacher
ESE teacher
Title 1 Intermediate Reading Resource Teacher</td>
<td>1A.1.
Ongoing Progress Monitoring</td>
<td>1A.1.
FAIR testing K-5
FCAT 2.0 Reading Grades 3-5
Lake County Reading Benchmark Assessment Grades 3-5</td>
</tr>
<tr>
<td rowspan="2">Reading Goal #1A:
Students scoring at Achievement Level 3 in reading will increase by 5% as measured by the 2013 FCAT.</td>
<td>2012 Current Level of Performance:*

25%</td>
<td>2013 Expected Level of Performance:*

28%</td>
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<tr>
<td colspan="2"></td>
<td>1A.2.
Availability of complex text</td>
<td>1A.2.
Complex text professional development

Online websites for lessons using complex text including CPALMS and EBSCO. Reading A-Z for 1st grade and grade chairs.

First Book distribution two to three times a year – each student receives a book they can keep at home</td>
<td>1A.2.
Literacy Coach
CRT
Classroom teacher</td>
<td>1A.2.
Teacher feedback
Progress Monitoring tools</td>
<td>1A.2.
Teacher feedback
Progress Monitoring tools</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1A.3.
Available technology in the classroom</td>
<td>1A.3.
Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, smart boards, and interactive boards.</td>
<td>1A.3.</td>
<td>1A.3.
Teacher feedback
Training sign-in sheets</td>
<td>1A.3.
Teacher feedback
Training sign-in sheets</td>
</tr>
</table>

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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.	2A.1. Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom. Cross curricular lessons linking literature to history	2A.1. Classroom teacher	2A.1. Ongoing Progress Monitoring	2A.1. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
Reading Goal #2A: Students scoring at or above Achievement Levels 4 in reading will increase by 5% as measured by the 2013 FCAT.	2012 Current Level of Performance:* 25%	2013 Expected Level of Performance:* 28%					
			2A.2. Not enough complex text materials available for students reading several years above grade level	2A.2. Junior Great Books – An Introduction to Shared Inquiry Novels, Classics Use of 6th-8th grade level materials for higher order thinking skills Online websites for lessons using complex text including CPALMS and EBSCO. Reading A-Z for 1st grade and grade chairs. First Book distribution two to three times a year – each student receives a book they can keep at home	2A.2 Classroom teacher Literacy Coach	2A.2. Ongoing progress monitoring	2A.2. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5

		2A.3. Available technology in the classroom	2A.3. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, smart boards, and interactive boards.	2A.3.	2A.3. Teacher feedback Training sign-in sheets	2A.3. Teacher feedback Training sign-in sheets
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1. Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom. Differentiated Reading Instruction First Book distribution two to three times a year – each student receives a book they can keep at home	3A.1. Classroom Teacher Literacy Coach	3A.1. Ongoing Progress Monitoring	3A.1. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
Reading Goal #3A: The percentage of students making learning gains in reading will increase by 5% as measured by the 2013 FCAT	2012 Current Level of Performance:* 62%	2013 Expected Level of Performance:* 68%					

		3A.2. Not enough complex text materials available for students reading several years above grade level	3A.2. Online websites for lessons using complex text including CPALMS and EBSCO	3A.2. Classroom Teacher	3A.2. Teacher feedback Progress Monitoring	3A.2. Progress Monitoring
		3A.3. Parent participation in planned activities Need for a 'translator' at planned activities on an as needed basis	3A.3. Provide parents with information on how they can help their child be better readers • Monthly newsletter articles • Evening Literature / Reading nights • Open Library • Title 1 Parent Resource Room • School website	3A.3. Literacy Coach CRT Classroom teachers Title 1 Title 1 Parent Liaison	3A.3. Parent feedback Teacher feedback Sign-in sheets	3A.3. Parent feedback Teacher feedback Sign-in sheets
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* — 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1. Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom. Differentiated Reading Instruction First Book distribution two to three times a year – each student receives a book they can keep at home	4A.1. Classroom teacher ESE teacher Title 1 Reading Teachers Literacy Coach	4A.1. Ongoing Progress Monitoring	4A.1. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
Reading Goal #4A: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2013 FCAT.	2012 Current Level of Performance:* **71%**	2013 Expected Level of Performance:* **78%**					
			4A.2. Licenses/updates for continued use of software programs	4A.2. Read 180 for 4th and 5th grade FCAT Reading Level 2 students Software programs including Read Naturally, Orchard, Classworks, Destination Reading, Earobics, Think Central Online reading websites including myON, EBSCO, CPALMS, and Reading A-Z.	4A.2. Read 180 Classroom teacher Title 1 Intermediate Reading Resource Teacher Literacy Coach	4A.2. Software program reports	4A.2. Software program progress monitoring tool FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
			4A.3. Availability of material resources appropriate for the readiness level of students (e.g., teacher manuals, student books and workbooks)	4A.3. Reading Mastery Corrective Reading Decoding SRA Early Interventions	4A.3. Classroom Teacher Literacy Coach Title 1 Reading Teacher	4A.3. Program monitoring tool	4A.3. FAIR FCAT 2.0 Reading Lake County Reading Benchmark Assessment
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011 53%**	**50%**	**61%**	**65%**	**69%**	**73%**	**77%**
<u>Reading Goal #5A:</u> The mean score of the FCAT Reading will continually demonstrate a reduction in the achievement gap by 10% as measured by the 2013 FCAT Reading.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Increased mobility rate Black: Increased mobility rate Hispanic: Number of new non-speaking English students Asian: Number of new non-speaking English students American Indian: NA	5B.1. Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom. Differentiated Reading Instruction First Book distribution two to three times a year – each student receives a book they can keep at home	5B.1. Classroom teacher Literacy Coach CRT ELL Teacher Assistant ESE teacher Title 1 Reading Teachers	5B.1. Ongoing Progress Monitoring	5B.1. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5	
<u>Reading Goal #5B:</u> Students in subgroups by ethnicity not making satisfactory progress in reading will decrease by 5% as measured by the 2013 FCAT White: 17 Black: 10 Hispanic: 4 Asian: 3	<u>2012 Current Level of Performance:*</u> White: 57% Black: 39% Hispanic: 44% Asian: 73% American Indian: NA	<u>2013 Expected Level of Performance:*</u> White: 74% Black: 49% Hispanic: 48% Asian: 76% American Indian: NA						
			5B.2. Licenses/updates for continued use of software programs Software programs and online reading websites with materials also in Spanish, Chinese, and any other language our students need	5B.2. Read 180 for 4th and 5th grade FCAT Reading Level 2 students Software programs including Rosetta Stone, Read Naturally, Orchard, Classworks, Destination Reading, Earobics, Think Central Online reading websites including myON, EBSCO, CPALMS, and Reading A-Z.	5B.2. Read 180 classroom teacher Title 1 Reading Teachers Classroom teacher ELL Teacher Assistant	5B.2. Software program reports	5B.2. Software program progress monitoring tool FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5	

		5B.3. Parent participation in planned activities Need for a 'translator' at planned activities on an as needed basis	5B.3. Provide parents with information on how they can help their child be better readers • Monthly newsletter articles • Evening Literature / Reading nights • Open Library • Title 1 Parent Resource Room • School website	5B.3. Literacy Coach CRT Classroom teachers Title 1 Title 1 Parent Liaison	5B.3. Parent feedback Teacher feedback Sign-in sheets	5B.3. Parent feedback Teacher feedback Sign-in sheets

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. <u>Reading Goal #5C:</u> English Language Learners (ELL) making satisfactory progress in reading will increase to 38% as measured by the 2013 FCAT.	<u>2012 Current Level of Performance:*</u> **26%** / <u>2013 Expected Level of Performance:*</u> **38%** (AMO Target)	5C.1. Number of new non-English speaking students	5C.1. Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom. Differentiated Reading Instruction	5C.1. Classroom teacher ELL Teacher Assistant Title 1 Reading Teachers CRT	5C.1. Ongoing Progress Monitoring	5C.1. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
		5C.2. Licenses/updates for continued use of software programs Software programs and online reading websites with materials also in Spanish, Chinese, and any other language our students need	5C.2. Read 180 for 4th and 5th grade FCAT Reading Level 2 students Software programs including **Rosetta Stone**, Read Naturally, Orchard, Classworks, Destination Reading, Earobics, Think Central Online reading websites including myON, EBSCO, and CPALMS	5C.2. Read 180 classroom teacher Title 1 Reading Teachers Classroom teacher ELL Teacher Assistant	5C.2. Ongoing Progress Monitoring	5C.2. Software program progress monitoring tool FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
		5C.3. Parent participation in planned activities Need for a 'translator' at planned activities on an as needed basis	5C.3. Provide parents with information on how they can help their child be better readers • Monthly newsletter articles • Evening Literature / Reading nights • Open Library • Title 1 Parent Resource Room • School website	5C.3. Literacy Coach CRT Classroom teachers Title 1 Title 1 Parent Liaison	5C.3. Parent feedback Teacher feedback Sign-in sheets	5C.3. Parent feedback Teacher feedback Sign-in sheets

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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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. • Identified learning and cognitive disabilities that effect processing, comprehension, fluency, and vocabulary knowledge	5D.1. • Reading Mastery • Words their Way • Earobics • Corrective Reading • SRI Early Interventions	5D.1. • Classroom teacher • ESE Teacher • ESE School Specialist • Title 1 Reading Teachers • Literacy Coach	5D.1. • On-going progress monitoring of achievement • Pre and post assessment data • Progress on goals and objectives from Individual Education Plan (IEP)	5D.1. • Lake Benchmark Testing • FAIR • FCAT • OPM tool
Reading Goal #5D: Students with Disabilities (ESE) making satisfactory progress in reading will increase to 52% as measured by the 2013 FCAT.	2012 Current Level of Performance:* *31%*	2013 Expected Level of Performance:* *52%* (AMO Target)					
			5D.2. Parent participation in planned activities	5D.2. Provide parents with information on how they can help their child be better readers • Monthly newsletter articles • Evening Literature / Reading nights • Open Library • Title 1 Parent Resource Room	5D.2. Literacy Coach CRT Classroom teachers Title 1 Title 1 Parent Liaison	5D.2. Parent feedback Teacher feedback Sign-in sheets	5D.2. Parent feedback Teacher feedback Sign-in sheets
			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.	5E.1. Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom. Differentiated Reading Instruction First Book distribution two to three times a year – each student receives a book they can keep at home	5E.1. Classroom teacher ELL Teacher Assistant Title 1 Reading Teachers CRT Literacy Coach	5E.1. Ongoing Progress Monitoring	5E.1. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
Reading Goal #5E: Economically Disadvantaged students making satisfactory progress in reading will increase to 53% as measured by the 2013 FCAT.	2012 Current Level of Performance:* 44%	2013 Expected Level of Performance:* 53% (AMO Target)					
			5E.2. Licenses/updates for continued use of software programs Software programs and online reading websites with materials also in Spanish, Chinese, and any other language our students need	5E.2. Read 180 for 4th and 5th grade FCAT Reading Level 2 students Software programs including Rosetta Stone, Read Naturally, Orchard, Classworks, Destination Reading, Earobics, Think Central Online reading websites including myON, EBSCO, and CPALMS	5E.2. Read 180 classroom teacher Title 1 Reading Teachers Classroom teacher ELL Teacher Assistant ESE Teacher	5E.2. Ongoing Progress Monitoring	5E.2. FAIR testing K-5 FCAT 2.0 Reading Grades 3-5 Lake County Reading Benchmark Assessment Grades 3-5
			5E.3. Parent participation in planned activities	5E.3. Provide parents with information on how they can help their child be better readers • Monthly newsletter articles • Evening Literature / Reading nights • Open Library • Title 1 Parent Resource Room • School website	5E.3. Literacy Coach CRT Classroom teachers Title 1 Title 1 Parent Liaison	5E.3. Parent feedback Teacher feedback Sign-in sheets	5E.3. Parent feedback Teacher feedback Sign-in sheets

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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
Instructional methodology Student Response System	k-5	Classroom teachers who are currently using system	School wide	September	Team Evaluation	Administration
Instructional methodology Smart Board System	k-5	Classroom teachers who are currently using system	School wide	Pre-planning	Team Evaluation	Leadership team
Instructional methodology Edusoft	k-5	Harris/Lyford	School wide	October	Team evaluation	Administration
Instructional methodology RTI Data Chats	k-5	Lyford/Caple	School wide	September, January, May	Increase in test scores	Leadership Team
Instructional methodology – Common Core------------	k-5	Graziani/Silva	School wide	June 13-20	Plan book evaluation	Administration
Instructional methodology Brain Gym	k-5	district	School wide	August-June	Increase in test scores	Leadership team
Instructional Methodology summer writing teams	k-5	Graziani/Harris	School wide	June	Increase in test scores	Leadership Team
Book Study: Marzano's Handbook on the Art & Science of Teaching	PreK-5th	Boyd, Caple, Graziani, Silva	All Faculty Members	1st Monday of the Month during planning periods	TEAM Evaluation	Boyd, Caple
RUC2Ready	PreK-5th	Leadership Team	All Faculty Members	Early Release Days	CIM 8 Step Process Levels of Proficiency	Leadership Team

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
First Book distribution two to three times a year	The First Book Program provides Title 1 schools an opportunity to purchase books for $0.45, the cost for shipping, so students can begin to build their own home library.	Donations – Kiwanis's	$945
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study: Marzano's Handbook on the Art & Science of Teaching	Book is aligned with our TEAM Evaluation, which will help teachers have a better understanding of each of the elements on the evaluation form.	Title 1	$1,185.30
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Providing parents with information on how they can help their child become better readers.	Evening literature and reading night, monthly newsletter articles	Title 1	
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: The percentage of students scoring at the proficient level in listening/speaking will increase by 10% as measured by the 2013 CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: **36% (19)**	1.1. Increased Mobility Rate- Number of new non/limited-English speaking students	1.1. Staggering of Panther Challenge- school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom Differentiated Instruction ESOL Strategies Used During Instruction Translation Dictionaries	1.1. Classroom Teacher ELL Teacher Assistant Title I Teachers CRT	1.1. Ongoing Progress Monitoring	1.1. CELLA
		1.2. Parent Participation in Planned Activities	1.2 Personally Invite ELL Parents to Attend Activities Provide Translator at Planned Activities	1.2 Classroom Teacher ELL Teacher Assistant CRT	1.2 Parent Feedback Teacher Feedback Sign-in Sheets	1.2 Parent Feedback Teacher Feedback Sign-in Sheets
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. The percentage of students scoring at the proficient level in reading will increase by 10% as measured by the 2013 CELLA.	**24%(12)**	2.1. Increased Mobility Rate- Number of new non/limited-English speaking students	2.1. Staggering of Panther Challenge- school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom Differentiated Instruction ESOL Strategies Used During Instruction Translation Dictionaries	2.1. Classroom Teacher ELL Teacher Assistant Title I Teachers CRT	2.1. Ongoing Progress Monitoring	2.1. FAIR Testing K-5 Lake County Reading Benchmark Assessment 3-5 FCAT 2.0 Reading 3-5 CELLA

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: The percentage of students scoring at the proficient level in writing will increase by 10% as measured by the 2013 CELLA.	2012 Current Percent of Students Proficient in Writing : **34% (17)**	2.1. Increased Mobility Rate- Number of new non/limited- English speaking students	2.1. Staggering of Panther Challenge- school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom Differentiated Instruction ESOL Strategies Used During Instruction Translation Dictionaries	2.1. Classroom Teacher ELL Teacher Assistant Title I Teachers CRT	2.1. Ongoing Progress Monitoring	2.1. Lake County Writing Benchmark Assessment 3-5 FCAT Writing 4th Grade CELLA
		2.2. Parent Participation in Planned Activities	2.2. . Personally Invite ELL Parents to Attend Activities Provide Translator at Planned Activities	2.2. Classroom Teacher ELL Teacher Assistant CRT	2.2. Parent Feedback Teacher Feedback Sign-in Sheets	2.2. Parent Feedback Teacher Feedback Sign-in Sheets

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:

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Other			
Strategy	Description of Resources	Funding Source	Amount
Translation Dictionaries	Word to Word Translation Dictionary Suitable for FCAT 2.0 Testing	Discretionary	$50.00
			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. Students lack prerequisite skills and strategies for problem solving.	1A.1. 3-5 Teachers will use mini Achieves in Edusoft to formative assess and reteach. Teachers will build fluency Math practice into daily Math block.	1A.1. Principal Assistant Principal	1A.1. Plan Books Edusoft Data Progress Monitoring	1A.1. Lake County Benchmark Assessment Grades 3-5 FCAT 2.0 Math Grades 3-5
Mathematics Goal #1A: The number of students scoring level 3 in Math will increase by 10% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **27%**	2013 Expected Level of Performance:* **30%**					
			1A.2. Available technology in classrooms	1A.2. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, SMARTboards and interactive boards.	1A.2. Principal Assistant Principal	1A.2. Sign In Sheets Teacher Feedback Teacher Use of Technology	1A.2. Sign In Sheets Teacher Feedback Teacher Use of Technology
			1A.3. Students who are scoring below grade level in Math are often struggling readers.	1A.3. Continue to strengthen reading in the content area through the staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom.	1A.3. Classroom Teacher Principal Assistant Principal	1A.3. Ongoing Progress Monitoring	1A.3. Lake County Benchmark Assessment Grades 3-5 FCAT 2.0 Math Grades 3-5

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

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. Additional Classroom instruction time for students who have mastered grade level expectations.	2A.1. Use of Accelerated Math Use of Singapore Math Use of Khan Academy	2A.1. Classroom Teacher Principal Assistant Principal	2A.1. Progress Monitoring	2A.1. Lake County Benchmark Assessment Grades 3-5 FCAT 2.0 Math Grades 3-5
Mathematics Goal #2A The number of students scoring level 4 or 5 in Math will increase by 10% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **25%**	2013 Expected Level of Performance:* **28%**					
			2A.2. Available technology in classrooms.	2A.2. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, SMARTboards and interactive boards.	2A.2. Principal Assistant Principal	2A.2. Sign In Sheets Teacher Feedback Teacher Use of Technology	2A.2. Sign In Sheets Teacher Feedback Teacher Use of Technology
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: The number of students making learning gains in mathematics will increase by 10% as measured by the 2013 FCAT 2,0. **2012 Current Level of Performance:*** 67% **2013 Expected Level of Performance:*** 75%	3A.1. Students who are scoring below grade level in Math are often struggling readers.	3A.1. Continue to strengthen reading in the content area through the staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom.	3A.1. Classroom Teacher Principal Assistant Principal	3A.1. Ongoing Progress Monitoring	3A.1. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5
	3A.2. Students lack prerequisite skills and strategies for problem solving.	3A.2. Teachers will use mini Achieves in Edusoft to formative assess and reteach. Teachers will build fluency Math practice into daily Math block.	3A.2. Principal Assistant Principal	3A.2 Plan Books Edusoft Data Progress Monitoring	3A.2. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5
	3A.3. Available technology in classroom	3A.3. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, SMARTboards and interactive boards.	3A.3. Principal Assistant Principal	3A.3. Sign In Sheets Teacher Feedback Teacher Use of Technology	3A.3. Sign In Sheets Teacher Feedback Teacher Use of Technology
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: The number of lower quartile students making learning gains in Math will increase by 10% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **68%**	2013 Expected Level of Performance:* 75%	4A.1. Students who are scoring below grade level in Math are often struggling readers.	4A.1. Continue to strengthen reading in the content area through the staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom.	4A.1. Classroom Teacher Principal Assistant Principal	4A.1. Ongoing Progress Monitoring	4A.1. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5
			4A.2. Students lack prerequisite skills and strategies for problem solving.	4A.2. Teachers will use mini Achieves in Edusoft to formative assess and reteach. Teachers will build fluency Math practice into daily Math block.	4A.2. Principal Assistant Principal	4A.2 Plan Books Edusoft Data Progress Monitoring	4A.2. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5

		4A.3. Available technology in classroom	4A.3. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, SMARTboards and interactive boards.	4A.3. Principal Assistant Principal	4A.3. Sign In Sheets Teacher Feedback Teacher Use of Technology	4A.3. Sign In Sheets Teacher Feedback Teacher Use of Technology

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 **48%**	**54%**	**57%**	**61%**	**65%**	**70%**	**74%**

Mathematics Goal #5A:
Over the next six school years Clermont Elementary School will reduce the achievement gap in Math by 50%.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Increased mobility rate Black: Increased mobility rate Hispanic: new non English speaking students Asian: New non English speaking students American Indian: n/a	5B.1. Staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom	5B.1. Classroom Teacher Principal Assistant Principal	5B.1. Ongoing Progress Monitoring	5B.1. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5	
Mathematics Goal #5B: The number of students in each ethnicity subgroup making satisfactory progress in Math will increase by 10% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* White: 63 Black: 46 Hispanic: 49 Asian: 60 American Indian: n/a	2013 Expected Level of Performance:* White: 74 Black: 49 Hispanic: 48 Asian: 76 American Indian: n/a						
			5B.2. Students lack prerequisite skills and strategies for problem solving.	5B.2. Teachers will use mini Achieves in Edusoft to formative assess and reteach. Teachers will build fluency Math practice into daily Math block.	5B.2. Principal Assistant Principal	5B.2 Plan Books Edusoft Data Progress Monitoring	5B.2. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5	
			5B.3 Students lack prerequisite skills and strategies for problem solving.	5B.3 3-5 Teachers will use mini Achieves in Edusoft to formative assess and reteach. Teachers will build fluency Math practice into daily Math block.	5B.3 Principal Assistant Principal	5B.3 Plan Books Edusoft Data Progress Monitoring	5B.3 Lake County Benchmark Assessment Grades 3-5 FCAT 2.0 Math Grades 3-5	

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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. Number of new non/limited English speaking students	5C.1. Staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom	5C.1. Classroom Teacher Principal Assistant Principal	5C.1. Ongoing Progress Monitoring	5C.1. Lake County Math Benchmark Assessment Math 3-5 FCAT 2.0 Math 3-5
Mathematics Goal #5C: The number of English Language Learners (ELL) making satisfactory progress in Math will increase by 10% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **45%**	2013 Expected Level of Performance:* **50%**					
			5B.2. Parent Participation in Planned Activities	5B.2. Provide parents with information on how they can help their child in school. *Evening Parent Events *Teacher Conferences *Title I Resource Room *Provide Translator	5B.2. Classroom Teachers Family School Liaison CRT Title I	5B.2. Sign In Sheets Teacher Feedback	5B.2. Sign In Sheets Teacher Feedback
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. • Learning and cognitive disabilities that negatively impact basic numerical concepts, number sense, and math facts.	5D.1. • Staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom	5D.1. • Classroom Teacher • ESE Teacher • ESE School Specialist • Principal • Assistant Principal	5D.1. • On-going progress monitoring of achievement • Pre and post assessment data • Progress on goals and objectives from Individual Education Plan (IEP)	5D.1. • Lake Benchmark Assessments • FCAT
Mathematics Goal #5D: The number of Students with Disabilities (ESE) making satisfactory progress in Math will increase to 52% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* ***36%***	2013 Expected Level of Performance:* ***52%*** **(AMO Target)**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1 Students who are scoring below grade level in Math are often struggling readers.	5E.1 Continue to strengthen reading in the content area through the staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom.	5E.1 Classroom Teacher Principal Assistant Principal	5E.1 Ongoing Progress Monitoring	5E.1 Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5
Mathematics Goal #5E: The number of economically disadvantaged students making satisfactory progress in Math will increase by 10% as measured	2012 Current Level of Performance:* 48%	2013 Expected Level of Performance:* 53% **(AMO Target)**					

by the 2013 FCAT 2.0.		5E.2 Students lack prerequisite skills and strategies for problem solving.	5E.2. Teachers will use mini Achieves in Edusoft to formative assess and reteach. Teachers will build fluency Math practice into daily Math block.	5E.2. Principal Assistant Principal	5E.2 Plan Books Edusoft Data Progress Monitoring	5E.2. Lake County Math Benchmark Assessment 3-5 FCAT 2.0 Math 3-5
		5E.3 Available Technology in Classrooms	5E.3. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, SMART boards and interactive boards.	5E.3. Principal Assistant Principal	5E.3. Sign In Sheets Teacher Feedback Teacher Use of Technology	5E.3. Sign In Sheets Teacher Feedback Teacher Use of Technology

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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

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

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

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

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

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

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

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
Instructional methodology Art and science of teaching	Pre-k-5	Caple/Boyd/Graziani	School wide	August-June	Team Evaluation	Principal
Thinking Math	k-5	Harris	School Wide	Novemember	Increase in math scores	Leadership Team
Instructional methodology Student Response System	k-5	Classroom teachers who are currently using system	School wide	September	Team Evaluation	Administration
Instructional methodology Smart Board System	k-5	Classroom teachers who are currently using system	School wide	Pre-planning	Team Evaluation	Leadership team
Instructional methodology Edusoft	k-5	Harris/Lyford	School wide	October	Team evaluation	Administration
Instructional methodology RTI Data Chats	k-5	Lyford/Caple	School wide	September,January,May	Increase in test scores	Leadership Team
Instructional methodology – Common Core------------	k-5	Graziani/Silva	School wide	June 13-20	Plan book evaluation	Administration
Instructional methodology Brain Gym	k-5	district	School wide	August-June	Increase in test scores	Leadership team

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<u>Mathematics Budget</u> (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 Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: The number of students scoring level 3 in Science will increase by 10% as measured by the 2013 FCAT 2.0.	2012 Current Level of Performance:* **24%**	2013 Expected Level of Performance:* **27%**	1A.1. Students lack background knowledge/vocabulary in science concepts.	1A.1. Provide science enrichment in grades PreK-5.	1A.1. Science Enrichment Teacher Principal Assistant Principal	1A.1. Lesson Plans Observation Ongoing Progress Monitoring	1A.1. Lake County Benchmark Assessment Science 3-5 FCAT 2.0 Science- Grade 5
			1A.2 Students who are scoring below grade level in Science are often struggling readers.	1A.2 Continue to strengthen reading in the content area through the staggering of Panther Challenge- a school wide scheduled time for all students to do challenging work and activities- so each grade level has more adult resources available to provide support and assistance in the classroom.	1A.2 Classroom Teacher Principal Assistant Principal	1A.2 Ongoing Progress Monitoring	1A.2 Lake County Benchmark Assessment Science 3-5 FCAT 2.0 Science- Grade 5

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in science.	1B.1.				
	Enter numerical data for current level of performance in this box. / *Enter numerical data for expected level of performance in this box.*				

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2A: The number of students scoring level 4 and 5 in Science will increase by 10% as measured by the 2013 FCAT 2.0. 2012 Current Level of Performance:* **18%** / 2013 Expected Level of Performance:* **20%**	2A.1. Classroom time for enrichment	2A.1. Involve Above Level Students in STEM activities and opportunities	2A.1. Classroom Teacher STEM Coaches	2A.1. Teacher Feedback Test Scores	2A.1. Lake County Benchmark Assessment Science 3-5 FCAT 2.0 Science- Grade 5
	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. Science Goal #2B: *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.*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

June 2012
Rule 6A-1.099811
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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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			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: *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 Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 					
			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
Instructional methodology Art and science of teaching	Pre-k-5	Caple/Boyd/Graziani	School wide	August-June	Team Evaluation	Principal
Instructional methodology Student Response System	k-5	Classroom teachers who are currently using system	School wide	September	Team Evaluation	Administration
Instructional methodology Smart Board System	k-5	Classroom teachers who are currently using system	School wide	Pre-planning	Team Evaluation	Leadership team
Instructional methodology Edusoft	k-5	Harris/Lyford	School wide	October	Team evaluation	Administration
Instructional methodology RTI Data Chats	k-5	Lyford/Caple	School wide	September,January,May	Increase in test scores	Leadership Team
Instructional methodology – Common Core------------	k-5	Graziani/Silva	School wide	June 13-20	Plan book evaluation	Administration
Instructional methodology Brain Gym	k-5	district	School wide	August-June	Increase in test scores	Leadership team
AIMS Training	K-5	Train The Trainer	School Wide	October	Increase test scores	Leadership Team

Science Budget (Insert rows as needed)

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

End of Science Goals

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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 3.0 and higher in writing.			1A.1. Students lack prerequisite skills and strategies for staying focused on a topic.	1A.1. Teachers will use monthly prompts that are found in Edusoft and assess students based on FCAT writing rubric	1A.1. Principal Assistant Principal Classroom Teacher	1A.1. Plan Books Edusoft Data Scoring Sessions	1A.1. FCAT Writing Test Lake County Writing Baseline Test
Writing Goal #1A: The number of students making satisfactory progress in Math will increase by 10% as measured by the 2013 FCAT	2012 Current Level of Performance:* 78	2013 Expected Level of Performance:* 85					
			1A.2. Students who score below grade level in reading are often struggling writers.	1A.2. Continue to strengthen reading placing emphasis on details in writing. Teachers will have extra writing sessions with students who are struggling helping them to relate real world experiences.	1A.2. Classroom teacher Principal Assistant Principal	1A.2. Weekly monitoring Plan Books	1A.2. Lake County Baseline Writing exams FCAT Writing Test
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Task Cards and Anchor Sets	3rd,4th,5th	Diane Grazani	3rd,4th,5th grade PLC Writing	October 19,2012	FCAT 2.0 Writing Annotation And Consensus Form	
Writing Scoring and Rubrics	3rd, 4th	Venessa King	3rd & 4th grade	November 15,2012	Teacher Lesson Plans Student Essays Teacher Collaboration scoring FCAT 2.0 Writing Annotation And Consensus Form	Classroom Teacher Principal Assistant Principal
Focus & Organization	3rd, 4th	Venessa King	3rd & 4th grade	December 13,2012	Teacher Lesson Plans Student Essays Teacher Collaboration scoring FCAT 2.0 Writing Annotation And Consensus Form	Classroom Teacher Principal Assistant Principal
Support & Conventions	3rd, 4th	Venessa King	3rd & 4th grade	January 10,2013	Teacher Lesson Plans Student Essays Teacher Collaboration scoring FCAT 2.0 Writing Annotation And Consensus Form	Classroom Teacher Principal Assistant Principal

Writing Budget (Insert rows as needed)

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. None	1.1. Work with teachers to identify attendance problems early and intervene before attendance become habitual.	1.1. Guidance Counselor	1.1. Bi-Monthly review of attendance records with school social worker	1.1. Attendance Records
Attendance Goal #1: The number of students who have excessive absences will decrease 10% by the end of the 2012-2013 school year	2012 Current Attendance Rate:* 96.56%	2013 Expected Attendance Rate:* 97%					
	2012 Current Number of Students with Excessive Absences (20 or more) 5.45%	2013 Expected Number of Students with Excessive Absences (20 or more) 4.5%					
	2012 Current Number of Students with Excessive Tardies (20 or more) 4.8%	2013 Expected Number of Students with Excessive Tardies (20 or more) 4.0%					
			1.2.	1.2. Meet with Social Worker bi-weekly to ensure attendance procedures are being followed and intervention is taking place.	1.2. Guidance Couselor	1.2. Bi-Monthly review of attendance records with school social worker	1.2. Attendance Records
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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
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.						
Attendance Monitoring and Procedures	K-5	Guidance Counselor/ Social Worker	Teachers and Administration	September faculty meeting- Early release	Cross reference class lists and attendance reports to identify trends of truancy	Guidance Counselor

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
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.						

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			

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

End of Attendance Goals

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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)).

<table>
<tr>
<th colspan="3">Suspension Goal(s)</th>
<th colspan="5">Problem-solving Process to Decrease Suspension</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Suspension

Suspension Goal #1:

The number of students receiving out of school suspensions will be reduced from 7 to 3</td>
<td>1.1.
Inconsistency exists Between staff members on disciplinary procedures</td>
<td>1.1.
Using positive Behavioral Support strategies school behavior expectancies will be reinforced by clearly defining expectations for staff and students.</td>
<td>1.1.
Leadership team, Administration</td>
<td>1.1.
Discipline data will be reviewed each quarter to determine if suspension are decreasing</td>
<td>1.1.
Discipline referral data</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.2.
Students are not clear on school expectations</td>
<td>1.2.
Using positive Behavioral Support strategies school</td>
<td>1.2.
Leadership team, Administration</td>
<td>1.2.
Discipline data will be reviewed each quarter to determine if suspensions are decreasing</td>
<td>1.2.
Discipline referral data</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

Sub-table within Suspension Goal #1 cell:

2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions
1	*0*

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School

2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7	*3*

2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School

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		Students are not clear on school expectation	Students experiencing discipline problems will be referred to guidance for individual and small group counseling	Adminstration, Guidance Counselor, Team Leaders	Discipline data will be reviewed each quarter to determine if suspensions are decreasing	Discipline data

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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
New Teacher Induction	ALL	Assistant Principal/ mentors	Teachers new to Clermont Elementary	Pre- planning and one Wednesday each month	CWT'S, Discipline Referrals	TQR
CHAMPS	ALL	All staff	Early Release 3 days through-out the year	Early Release 3 days through-out the year	CWT'S, Discipline Referrals	Administration
Positive Behavioral Support	ALL	Administration /Leadership team	All staff	Early Release 3 days through-out the year	CWT'S, Discipline Referrals	Guidance Counselor

Suspension Budget (Insert rows as needed)

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

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				Subtotal:
				Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Parent Involvement during Clermont Elementary School events and teacher conferences will increase by 10%. (33)	2012 Current Level of Parent Involvement:* 55% (325)	2013 Expected Level of Parent Involvement:* 61%(358)	1.1. Parent Participation in Planned Activities	1.1. Provide information on how parents can help their child Newsletter Evening Events Parent Conferences Open Library Title I Resource Room School Website	1.1. Principal CRT Title I Parent Liaison	1.1. Sign In Sheets Teacher Feedback	1.1. Sign In Sheets Teacher Feedback
			1.2. Non English Speaking Parents	1.2. Provide translator during events and meetings and translate documents when feasible	1.2. CRT ELL Paraprofessional	1.2. Sign In Sheets	1.2. Sign In Sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Staff Training on the Value of Parent Involvement/Use of Prescription Pads/Update on Materials and Resources in the Parent Resource Title One Room	PreK-5	1.1 FSL 1.2 CRT	school-wide	Wednesday Faculty Meeting	Tracking Use of Prescription Pads and Parents Using the CES Parent Resource Room	1.1. FSL

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Use of technology will enhance students' acquisition of math and science through integrated curriculum as evidenced by a 10 percent increase in students scoring at or above level 3 on FCAT 2.0 science and math.	1.1. Technology in the classroom	1.1. Provide training for teachers on technology tools which promote student engagement and/or collaboration with the use of clickers, SMART boards and interactive boards When funds become available, continue to purchase additional technology for classrooms.	1.1. Principal Assistant Principal	1.1. Teacher Feedback Sign In Sheets	1.1. Teacher Feedback Sign In Sheets
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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<table>
<tr><th colspan="6">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.</th></tr>
<tr><th>PD Content/Topic and/or PLC Focus</th><th>Grade Level/ Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g., PLC, subject, grade level, or school-wide)</th><th>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
<tr><td>Instructional methodology Student Response System</td><td>k-5</td><td>Classroom teachers who are currently using system</td><td>School wide</td><td>September</td><td>Team Evaluation</td><td>Administration</td></tr>
<tr><td>Instructional methodology Smart Board System</td><td>k-5</td><td>Classroom teachers who are currently using system</td><td>School wide</td><td>Pre-planning</td><td>Team Evaluation</td><td>Leadership team</td></tr>
<tr><td>Instructional methodology Edusoft</td><td>k-5</td><td>Harris/Lyford</td><td>School wide</td><td>October</td><td>Team evaluation</td><td>Administration</td></tr>
<tr><td>Instructional methodology RTI Data Chats</td><td>k-5</td><td>Lyford/Caple</td><td>School wide</td><td>September,January,May</td><td>Increase in test scores</td><td>Leadership Team</td></tr>
<tr><td>RUC2Ready</td><td>PreK-5th</td><td>Leadership Team</td><td>All Faculty Members</td><td>Early Release Days</td><td>CIM 8 Step Process Levels of Proficiency</td><td>Leadership Team</td></tr>
</table>

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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
			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)

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

Career and Technical Education (CTE) Goal(s)

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

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)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: The number of suspensions that involve bullying will decrease from 4 to 0	2012 Current Level :* *4 suspensions involving bullying*	2013 Expected Level :* *0 Suspensions involving bullying (zero tolerance)*	1.1.	1.1. Positive Behavioral Supports • Panther Paw rewards for appropriate behavior • CHAMPS with appropriate consequences for bullying • Parent Involvment	1.1. Assistant Principal/Guidance Counselor	1.1. Decrease in number of suspensions involving bullying	1.1. AS400 Discipline Records
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $0.00
CELLA Budget	
	Total: $50.00
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total:

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

☐ Yes   ☐ No

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

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

Describe the projected use of SAC funds.	Amount