

Florida Department of Education



DRAFT School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Henry F. Kite Elementary	District Name: Duval
Principal: Deidra Johnson	Superintendent: Ed Pratt-Dannals
SAC Chair: Robin Browne	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

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

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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	Principal	Deidra Johnson	Master's in Educational Leadership from University of North Florida Bachelor of Science from Florida Agricultural and Mechanical University Elem Ed K-6	3 complete years	Served as principal for Henry F. Kite Elementary for the following school years: 2009 – 2010 School grade =D 2010 – 2011 School grade =C 2011 – 2012 School grade =D The neighborhood feeder pattern for Henry F. Kite Elementary is Ribault Middle School, however many students continue with the IB magnet or seek entrance into other Magnet Schools including James Weldon Johnson, Darnell Cookman or Landon Middle schools.
Assistant Principal	NA				

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Instructional	Alice Smith	B.A. Elementary Education University of Florida, M.A.T. Elementary Education Jacksonville University/ Primary Education (K-3), Elementary Education (1-6), Reading Endorsement	6	5	Mrs. Smith has been a Duval County teacher for 20 years, including 6 years as a Reading Recovery teacher. She has provided numerous trainings to classroom teachers on DRA2, Administering and Analyzing Running Records, Inform and Limelight. She has participated in curriculum writing for the district in the areas of reading and writing.
Reading	Jill Newhouse	B.A. Elementary Education West Virginia University/ Masters Degree Special Education West Virginia University/ Elementary Education (1-6), Specific Learning Disabilities (K-12) , Mentally Handicapped (K-12)/ National Board Certification	3	5	Ms. Newhouse has been a Duval County teacher for 25 years. During her 12 years as a Reading Recovery teacher, she provided numerous trainings to classroom teachers on a variety of literacy-related topics. Ms. Newhouse developed a school-based professional reading group that met regularly to discuss current research and trends in education. She has also trained new teachers to the district during New Teacher Orientations held at the Schultz Center and has participated in curriculum writing for the district in the areas of reading and writing.
Math	Erica D. Dobson	Bachelor of Science, Biology Elementary Education, Grades K-6	3	3	Ms. Dobson has been a Duval County teacher for 10 years, including 3 years as a Math Coach. She has provided numerous trainings to classroom teachers on Inform, Limelight, Data Analysis and Science 5 E Model. . She has participated in curriculum writing for the district in the areas of math and science.

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	Not Applicable (If not, please explain why)
1. Mentoring (partnering new teachers with high performing veteran teachers)	Deidra Johnson Alice Smith Jill Newhouse Erica Dobson District Cadre	Partnering: June 2013 Mentoring: June 2013 Monthly Meetings : Ongoing	

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2. Instructional Coach, Curriculum Integration Specialist, Literacy Leads, and Principal model instructional strategies and parallel teach with teachers to provide in-depth, one-on-one professional development in the classroom	Deidra Johnson Alice Smith Jill Newhouse Erica Dobson Literacy Leads District Support Team ESE Support Team	June 2013	
3. On-site monthly professional development	Deidra Johnson Alice Smith Jill Newhouse Erica Dobson Literacy Leads District Support Team ESE Support Team	June 2013	
4. Participation in one professional academic Vertical Learning Community (VLC): Math, Science, Reading /Writing. Meetings are monthly and follow up is on-going throughout the school year.	VLC Leads	June 2013	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
NA			

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
24	0%	54%	21%	25%	33%	NA – pending CAST results	4%	4%	42%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Boettger	Tarsha Watson	Ms. Boettger is a highly effective teacher on the same grade level as Mrs. Watson.	Observing in each other's classrooms, lesson planning together, and availability for questions to be answered

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant

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

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Deidra Johnson, Principal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Megan Ryan, General Education Teacher (Primary) - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Alice Smith, Instructional Coach - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Terri Dieker, Guidance Counselor / Facilitator - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Paula Carter, ESE Liaison - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Julie King, Speech Pathologist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Robert Poole, District ESE Rep. – Analyzes data collected from teachers regarding students. Provides student assessments for next steps for teacher and RTI team.

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Problem Solving Model

The four steps of the Problem Solving Model are:

1. **Problem Identification** entails identifying the problem and the desired behavior for the student.
2. **Problem Analysis** involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. **Intervention Design & Implementation** involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. **Evaluating** is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Team will meet with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12-13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT2.0 scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: **Baseline data:**

- Florida Comprehensive Assessment Test (FCAT) 2.0
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT) 2.0
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)

Frequency of Data Days: twice a month for data analysis

Tier 1: Core curriculum with accompanying assessments, DRA2, FAIR, District Benchmarks, PMA's, Science Diagnostics, Destination Success, District Writing Prompts, CHAMPs, School-wide behavior plan, Inform, Data Notebooks, biweekly Data Meetings per grade level

Tier 2: Soar to Success, Literacy Navigator, Math Navigator, RtI groups, After-school tutoring, Target Meetings, Data Notebooks, biweekly Data Meetings per grade level

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Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during school year 12-13.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

In addition, MTSS/RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

Describe plan to support MTSS.

Continuous monitoring :

- Data
- Classroom best practices
- Surveys of teachers/students
- In-class support for teachers

On-going professional development

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT).

Deidra Johnson – Principal

Jill Newhouse – Reading Coach

Alice Smith – Instructional Coach

Tonya Mayfield – Intermediate ELA Teacher

Rachel Dailo – Intermediate Writing Teacher

Jhamari Johnson – Intermediate Reading Teacher

Angela Kite – Intermediate ELA Teacher

Megan Ryan – Primary Teacher

Ashley Morgan – Primary Teacher

Janay Milton – Primary Teacher

Paula Carter – ESE Teacher

Marisol Torres – Spanish Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Our LLT meets monthly to review the diagnostic data and monitor need for support. Based upon this information the team will identify professional development activities needed to create effective learning environments. The data used to guide conversations will include FAIR, DRA2, Benchmarks, PMA's and District Writing Prompts.

What will be the major initiatives of the LLT this year?

- Progress monitoring of lowest 25% students
- FCIM
- RtI
- Vertical Learning Communities
- Mentoring, remediation, tutoring and other services
- Small group instruction

Public School Choice

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

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

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

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

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Student Behavior	1a.1. Implementation of ISSP (In-School Suspension Program) School-wide implementation of CHAMPs School-wide implementation of PYP Pals	1a.1. Administration, ISSP staff, Teachers Administration, Coaches Administration, CIS	1a.1. Analysis of SESIR statistics to determine if there is a reduction in discipline referrals and classroom observations Analysis of SESIR statistics to determine if there is a reduction in discipline referrals and classroom observations Analysis of SESIR statistics to determine if there is a reduction in discipline referrals and classroom observations	1a.1. Classroom observation forms Conduct grades Classroom observation forms Conduct grades Classroom observation forms Conduct grades		

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Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3 – 5, 45% of the students (66) tested will achieve mastery for reading on the 2013 FCAT Reading Test.							
	<i>In 2012, 42% (71) of students tested achieved levels 3-5 on the FCAT Reading Test.</i>	In 2013, 45% (66) of the students tested are expected to achieve levels 3 – 5 on the FCAT Reading Test.					
		1a.2. Parental Involvement	1a.2. Regularly scheduled “Parent Night” events and frequent communication of involvement opportunities (Parent Link, Kite Chronicle, class room newsletters, school website, student agendas) Add reading tab to school website with “at-home” suggestions/ideas “Data Attache” Conference Nights	1a.2. Parent Liaison, Administration, Coaches, Teachers Reading Coach, Technology Rep. Administration, Coaches	1a.2. Analysis of Parent Surveys, volunteer logs, conference logs, parent night sign-in logs and student agendas to determine level of parental involvement. Frequency of visitors to website, Analysis of Parent Surveys Analysis of Parent Surveys	1a.2. Parent Surveys, “Parent Night” Attendance Logs, Volunteer Logs, Conference Logs, Student Agendas Parent Surveys Parent Surveys	
		1a.3. Higher Order Thinking/ Questioning	1a.3 Embed higher order questioning techniques throughout the daily curriculum including use of IB Wondering Wall and IB Units of Inquiry Provide additional professional development in questioning via PLCs	1a.3Administration, Coaches, Teachers, Administration, Coaches	1a.3..Lesson plans including higher order questions will be reviewed during classroom walkthroughs and will be available for the Principal to review. Classroom visitation utilizing FLDOE Differentiated Accountability indicators	1a.3. Classroom visitation log and focus walk forms to determine frequency of higher order questions. Monitoring Forms/Lesson Plans	

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		1A.4. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages	1A.4. School wide K-5 Response to Intervention time is built into our daily schedules to provide for differentiation in the reading curriculum. School wide K-5 use of graphic organizers with rigor in vocabulary.	1A.4. RTI Leadership Team, Classroom Teachers, Administration	1A.4. Classroom visits during FCIM/RTI time. Focus Walks, FCIM/RTI Plans	1A.4. District Benchmark, Core Assessments, DRA, Summatives	
		1A.5. Students lack of reading stamina.	1A.5. Students will participate in daily independent reading activities using a combination of appropriate leveled text (independent and higher text complexity)and will be required to read 30-45 minutes at home.	1A.5. Classroom teachers/ students	1A.5. Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair.	1A.5. Readers' Response Journals, Book Logs, and teacher conference	
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:*					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Higher Order Thinking/ Questioning	2a.1. Embed higher order questioning techniques throughout the daily curriculum (including implementation of the IB Wondering Wall and IB Units of Inquiry). Utilize Principal's Book of the Month Implementation Sheet to provide recommended higher order questions/ thinking activities	2a.1 Administration, Coaches, Teachers Administration, Coaches Teachers	2a.1. Lesson plans will be reviewed by administration prior to the week of implementation and appropriate feedback re: higher order questions will be provided as needed Classroom observations and inclusion of higher order questions in lesson plans	2a.1. Classroom visitation log and focus walk forms to determine frequency of higher order questions. Lesson plans with higher order questions indicated Visitation forms and lesson plans		
Reading Goal #2a: In grades 3 – 5, 20% (30) of the students tested will achieve mastery for reading on the 2013 FCAT Reading Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>In 2012, 17% (28) of students tested achieved levels 4-5 on the FCAT Reading Test.</i>	In 2013, 20% (30) of the students are expected to achieve levels 3 – 5 on the FCAT Reading Test.					
		2a.2. Consistent FCIM/RtI Implementation across grade levels	2a.2. Assist teachers in data analysis/differentiation strategies during bi-weekly data chats. Maintain leveled school bookroom to increase availability of higher level/more complex texts for small group reading instruction Implement “Enrichment Days” for students achieving “beyond proficiency” in Reading (Enrichment portion of FCIM lesson cycle)	2a.2. Administration, Coaches, Teachers Reading Coach, Instructional Coach Administration, Coaches	2a.2. Evidence of differentiation seen in lesson plans Analysis of FCIM mini-assessment data, Success rate of RtI intervention strategies Analysis of check-out chart in book room. Observation of enrichment groups and documentation of enrichment strategies used in lesson plans Analysis of FCIM mini-assessment data	2a.2. FCIM mini assessments RtI charts/graphs/assessments Book room check-out pocket chart Benchmark Assessments, PMAs, Theme/Summative Assessments, Classroom Observations	
		2a.3 Student Engagement	2a.3 Implement “Literature Circles” during Reader’s Workshop or RtI time for students achieving above proficiency(FCAT levels 4 and 5) Implement “Enrichment Days” for students achieving “beyond proficiency” in Reading Continue implementation of Principal’s Book Club for students achieving levels 4 and 5 in FCAT Reading	2a.3 Administration, Coaches, Teachers Administration, Coaches Administration	2a.3 Classroom observation of implementation of literature circles Lesson plans including differentiation for “above proficient” readers utilizing literature circles Observation of enrichment groups and documentation of enrichment strategies used in lesson plans Analysis of the reading engagement portion of the DRA2	2a.3. Lesson plans, classroom observation forms Lesson plans, classroom observation forms DRA2 Kits	

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

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Consistent FCIM/RtI Implementatio n across grade levels	3a.1. Assisting teachers in data analysis/ differentiation strategies (including facilitating use of FCIM process)	3a.1. Administration, Coaches, Teachers Reading Coach, Instructional Coach	3a.1 Evidence of differentiation seen in lesson plans Analysis of FCIM mini- assessment data Success rate of RtI intervention strategies	3a.1 Observation, FCIM mini- assessments, RtI charts/graphs/ assessments Book Room Check-out Chart Guided Reading Plans		
		Maintain leveled school bookroom to increase availability of a range of texts to be used during consistent implementation of guided reading groups	Administration, Coaches, Teachers	Evidence of leveled text used documented in Guided Reading lesson plans	Benchmark Assessments, PMA, Theme/ Summative Assessments, Classroom Observations		
		Utilization of FCRR activities during RtI groups to address individual needs		Evidence of use of FCRR activities included in lesson plans			
Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, 63% (93) of the students tested will make learning gains on the FCAT Reading Test.							
	<i>In 2012, 60% (101) of students tested made learning gains on the FCAT Reading Test.</i>	In 2013, 63% (93) of the students tested will make learning gains on the FCAT Reading Test.					

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		3a.2. Parental Involvement	3a.2. Conducting regularly scheduled ELA Parent workshops Frequent and varied communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas) Add reading tab to school website with “at- home” suggestions/ideas	3a.2. Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers Reading Coach, Technology Rep.	3a.2. Analysis of Parent Survey, Increase in parent volunteers/ hours, increase in workshop/ conference attendance Analysis of Parent Survey, Increase in parent volunteers/ hours, increase in workshop/ conference attendance Frequency of visitors to website, Analysis of Parent Surveys	3a.2. Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs Parent Surveys, school website	
		3a.3. Higher Order Thinking / Questioning	3a.3 Embed higher order questioning techniques throughout the daily curriculum including use of IB Wondering Wall and IB Units of Inquiry	3a.3 Administration, Coaches, Teachers	3a.3 Lesson plans will be reviewed during classroom walkthroughs and will be available for the Principal to review weekly to determine implementation of higher order questioning/ thinking	3a.3 Classroom visitation log and focus walk forms to determine frequency of higher order questions.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Consistent FCIM/RtI implementatio n across grade levels	4a.1 .Assisting teachers in data analysis/ differentiation strategies during bi-weekly data chats	4a.1. Administration, Coaches	4a.1 Analysis of FCIM mini- assessment data Success rate of RtI intervention strategies	4a.1 FCIM mini-assessment data, RtI charts/graphs/assessments		
		Maintain leveled school book room to increase availability of a range of texts to be used during small group instruction	Reading Coach, Instructional Coach	Analysis of check-out chart in book room	Book Room check-out chart		
		Continued implementation of Data Room with FCAT Reading and FAIR data posted	Administration, Coaches	Observation of teachers engaged with data during biweekly data chats held in Data Room	Observation		
		After-school tutoring efforts aimed at lowest 25% making gains in reading	Administration, Teachers, Coaches	Observation of tutoring sessions with lowest 25% of students making gains in reading	FAIR, DRA2, PMAs and Benchmark assessments		
Reading Goal #4a: In grades 3-5, 74 % (110) of students in the lowest 25% will make learning gains on the FCAT Reading Test.	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	<i>In 2012, 71% (30) of students in the lowest 25% made learning gains on the FCAT Reading Test.</i>	In 2013, 74% (110) of students in the lowest 25% will make learning gains on the FCAT Reading Test.					

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		4a.2. Parental Involvement	4a.2. Parent workshops, frequent communication of involvement opportunities (Parent Link, Kite Chronicle, Class Newsletters, website) Implementation of Data Attaches with current ELA data and utilizing them as conference tools	4a.2. Parent Liaison, Administration, Coaches Administration, Coaches	4a.2 Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of responses to parent surveys	4a.2. Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs Parent Surveys, Conference Logs	
		4a.3. Student Engagement	4a.3. Provide RtI Tier 2 Interventions to small groups during daily scheduled RtI time Implement "Book Clubs" with students performing in the lowest 25%	4a.3 Administration, Guidance Counselor, Coaches, Teachers Administration, Coaches	4a.3. Observation of engaged students during RtI walkthroughs, Analysis of RtI plans Observation of student engagement during Book Club meetings	4a.3. Classroom Observations, RtI plans Monitoring forms with student engagement noted	
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:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
NA							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	51%	55%	60%	64%	69%	73%
<u>Reading Goal #5A:</u> <i>In 2013, 45% (66 students) will achieve the Annual Measureable Objectives of reading performance targets as measured by the FCAT 2.0.</i>							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White:NA Black:145 Hispanic:NA Asian:NA American Indian:NA Parental Involvement	5B.1. Conduct regularly scheduled Parent workshops Provide frequent and varied communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas) Sharing students' "data attaches" during Parent Conferences and implementing student-led conferences	5B.1. . Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers Administration, coaches, teachers	5B.1. Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Analysis of Conference Logs Analysis of feedback on parent surveys	5B.1. Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Surveys, Conference Logs Parent surveys		
<u>Reading Goal #5B:</u> In grades 3-5, 55% (82 students) of the students tested will achieve mastery in reading on the 2013 FCAT Reading Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	42% (63 students) White: Black:145 Hispanic: Asian: American Indian:	55% (82 students) White: Black:145 Hispanic: Asian: American Indian:					
		5B.2. White:NA Black: 145 Hispanic:NA Asian:NA American Indian:NA Consistent : FCIM/RtI implementation across grade levels	5B.2 Assisting teachers in data analysis/ differentiation strategies during bi-weekly data chats and weekly grade level meetings Maintain leveled school bookroom to increase availability of leveled text and high interest titles Development of Instructional Focus Calendar for ELA / Implementation of FCIM Lessons	5B.2 Administration, Coaches Reading Coach, Instructional Coach, Classroom Teachers Administration, Coaches, Teachers	5.B.2 Analysis of FCIM mini- assessment data Success rate of RtI intervention strategies Determine effectiveness using “Teacher Check-Out Chart” to note usage Survey teachers for “Wish List” of levels/topics Principal will meet with grade levels to discuss the Instructional Focus Calendars during bi-weekly data chats	5B.2 FCIM mini-assessments RtI data/charts/graphs Teacher check-out chart, Teacher surveys ELA Focus Calendars, FCIM lesson plans	
		5B.3. White:NA Black: Student Engagement Hispanic:NA Asian:NA American Indian:NA	5B.3 Consistently embed engagement techniques during instructional routines (turn and talk, think-pair-share, Kagan strategies, etc.)	5B.3 Administration, ,Coaches, Teachers	5.B.3 Tracking number of students engaged using FLDOE Differentiated Accountability form and analyzing data	5B.3 DA form for student engagement	

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

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

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Parental Involvement	5E.1. Conduct regularly scheduled "Parent Night" events Provide frequent communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas)	5E.1. . Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers	5E.1. Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in workshop/conference attendance	5E.1. Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas		
<u>Reading Goal #5E:</u> In grades 3- 5, 55% (82 students)of the students tested will achieve mastery for reading on the 2013 FCAT Reading Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42% (63 students)	55% (82students)					
	5E.2 .Differentiation of instruction based on current student data	5E.2 Consistent FCIM/Rtl implementation across grade levels	5E.2 Assisting teachers in data analysis/ differentiation strategies during bi-weekly data chats	5E.2 Administration, Coaches	5E2 Analysis of FCIM mini-assessment data	5E.2. FCIM mini-assessments Rtl charts/graphs/assessment data	
		5E.3 Student Engagement	5E.3 Embed engagement strategies in daily ELA instructional routines (Think-Pair-Share, Turn & Talk, Kagan Strategies, etc.)	5E.3 Administration, Coaches, Teachers	5E.3 Analysis of classroom observations/walk-throughs	5E.3 FLDOE DA form with indicators for Student Engagement	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rtl/MTSSS	K-5/All	Administration, Coaches	Grade-Level, VLC, School-wide	Weekly Grade-Level Mtgs. Early Release	Evidence of differentiation seen in lesson plans and classroom observations	Administration, Coaches
FCIM	3-5/Reading, Math, Science	Administration, Coaches	Grade-Level, VLC, School-wide	Weekly Grade-Level Mtg. Early Release	Evidence of FCIM seen on Instructional Focus Calendars, lesson plans, and classroom observations	Administration, Coaches
FAIR and DRA2 Data Analysis	K-5/All	Administration, Coaches	Grade-Level, VLC, School-wide	Bi-weekly Grade-Level data chats, Early Release	Evidence of data analysis/use will result in differentiated instruction/weekly grade level data meetings to monitor	Administration, Coaches
Common Core Book Study	K-5/Reading	Administration, Coaches	Grade- Level, VLC, School-wide Professional Book Study	Monthly VLCs (starting in September)	Evidence of a variety of professional books available for checkout for all instructional staff	Administration, Coaches
Higher Order Thinking/ Questioning	K-5/Reading	Administration, Coaches	Grade-level, VLC,School-wide	Weekly Grade-Level Mtgs. Early Release	Evidence of higher order thinking/ questioning demonstrated in plans and during classroom observations	Administration, Coaches
Student Engagement (including ownership of data utilizing “Student Data Attaches”)	2-5/Reading	Administration, Coaches	Grade-Level, VLC, School-wide	Weekly Grade-Level Mtg. Early Release	Evidence of implementation of engagement strategies observed during classroom visitation and noted in lesson plans. Evidence of student ownership of data via “Data Attaches”	Administration, Coaches

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Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
In grades K-5, 100% of teachers will implement the core reading series	Houghton-Mifflin Core Reading Program	District Funds	n/a
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
In grades K-5, teachers will implement interactive whiteboard technology in weekly ELA lessons	15 Interactive whiteboards Software for interactive whiteboards	District Magnet Office	\$2,000.00
In grades K-5, teachers will utilize iPad technology in weekly ELA lessons	10 iPads	District Magnet Office	\$1,500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
K-5 Teachers will attend literacy training as needs are identified	Attendance at Literacy component sessions thru Schultz Center Leadership Team attending Lucy Calkins Workshop	School Operating Budget	\$200.00
Leadership Team attending Lucy Calkins Workshop	Lucy Calkins Workshop 9/15/12	School Operating Budget	\$200.00
Enhance ELA instructional practices via professional book studies	<i>Words Their Way</i> texts <i>Making Words</i> texts (Grades K-3)	School Operating Budget	\$60.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$3,960.00			
Total: \$3,960.00			

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End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
<u>CELLA Goal #1:</u> NA	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #2:</u> NA	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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	

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3. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: NA	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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			

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics	Problem-Solving						

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Goals	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. Implement with fidelity, a 60 minute Math Workshop in all mathematics classrooms using the Core math curriculum of EnVisions and Math Investigations with the infusion of Every Day Counts Calendar Math.	1a.1. Continuous math instruction and professional development for all faculty and staff.	1a.1. Administration, Coaches, Classroom Teachers	1a.1. Focus walk throughs used by Administration to ensure that all teachers are using the core with fidelity.	1a.1. Diagnostic Assessments, Benchmarks, FCIM, Daily Exit Tickets and use of Data Attaches'.		

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<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
In 2013, 46% (68 students) of students tested are expected to achieve proficiency levels 3-5 on the FCAT Math Test.							
	In 2012, 43% (72 students) of the students tested achieved levels 3-5 on FCAT Math Test.	In 2013, 46% (68 students) of students tested are expected to achieve levels 3-5 on the FCAT Math Test.					
		1a.2. Continue differentiation of instruction based on data.	1a.2. Teachers will meet with students to set individual math goals for each benchmark.	1a.2. Administration, Coaches, Classroom Teachers	1a.2. Evidence of differentiation seen in lesson plans along with observation of implementation.	1a.2. Benchmarks, Progress Monitoring Assessments, Classroom Observations, Lesson Plans. 1a.2.	
		1a.3. Rigorous Math Instruction with higher ordered questions.	1a.3. Grade levels will create detailed math plans with embedded higher order questions demonstrating how to move lowest 25% and subgroups using specific strategies.	1a.3. Administration, Coaches, Classroom Teachers	1a.3. Evidence of rigor in lesson plans along with observation of implementation.	1a.3. Lesson Plans, Benchmarks, Progress Monitoring Assessments, Data Attaches'.	

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		1A.3. Lack of mathematics content knowledge of teachers, especially the high percentage of teacher at our school who have been only teaching 1-5 years.	1A.4. Establish model classrooms for math in each grade level. Provide professional development through the following means: sending teachers to Foundations of Math 101, Math Content Workshops and Academy of Math at the district level; providing in-house training sessions on math topics such as: NGSSS CCSS, cognitive complexity, FCAT Test Specifications, and conceptual math. Also provide time to observe in model math classrooms at our school.	1A.4. Classroom Teachers, Administration	1A.4. Workshop participants will be required to report out at a faculty meeting and share what they learned. There should be evidence in their classroom of their training (use of monitoring forms, changes and/or improvements in lesson plans, use of best practices, strategies, etc.). Debrief with teachers who observe in model classrooms and determine next steps for their classroom and practice.	1A.4. Lesson plans, informal observations, benchmarks, and conversations.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Mathematics Goal #1b:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Rigorous Math Instruction.	2a.1. Data analysis and alignment of the benchmarks with current teaching. Use of small group instruction to differentiate instruction in all classrooms using item specifications for higher order questioning.	2a.1. Administration, Coaches, Classroom Teachers	2a.1. Determination of students for students needing intervention, remediation and enrichment.	2a.1. Benchmarks, Progress Monitoring Assessments, Classroom Observations, Lesson Plans.		
<u>Mathematics Goal #2a:</u> In 2013, 17% (25 students) of students tested are expected to achieve proficiency levels 4-5 on the FCAT Math Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	In 2012, 14% (24 students) of the students tested achieved levels 4-5 on FCAT Math Test.	In 2013, 17% (25 students) of students tested are expected to achieve proficiency levels 4-5 on the FCAT Math Test.					
		2a.2. Student Engagement / Higher Order Thinking Questions	2a.2. Embed higher order questioning techniques throughout the curriculum.	2a.2. Administration, Coaches, Classroom Teachers	2a.2. Lesson plans will be reviewed as well as observation of questioning techniques throughout the lesson.	2a.2. Lesson plans, student math journals, Classroom focus walks and math data attaches.	
		2.3 Acquiring additional Research Based Enrichment Materials	2.3 Purchase additional materials through various resources.	2.3 Administration	2.3 Classroom teachers will monitor increased student performance	2.3 School/ District Assessments that show high performance.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<u>Mathematics Goal #2b:</u> NA	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. Proper implementation of the Core Math Curriculum using a combination of EnVisions and Math Investigations.	3a.1. Continuous math instruction and professional development for teachers and staff with emphasis on using problem solving with four steps.	3a.1. Principal and Instructional Coaches.	3a.1. Focused walks by administration to ensure all teachers are implementing the math curriculum.	3a.1. Summative Assessments, Benchmark, FCIM Progress of all students on formative assessments.		

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<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
In 2013, 42% (62students) of students tested will make learning gains in mathematics on the FCAT.							
	In 2012, 39% (66 students) of students tested made learning gains on the FCAT Math Test.	In 2013, 42% (62students) of students tested will make learning gains in mathematics on the FCAT.					
	3a.2.	3a.2. Lack of interventions.	3a.2. RTI Interventions within EnVisions and the Math Investigations curriculum	3a.2. RTI Team, Coaches, Classroom Teachers	3a.2. Data analysis and Focused walks by administration / coaches	3a.2. Implementation Log used with Intervention Kit	
		3a.3. Student Engagement	3a.3. Student Incentive Program	3a.3. Administration, Coaches, Classroom Teachers	3a..3. Increase student participation and increase achievement on assessments	3a.3. Benchmarks, Progress Monitoring Assessments, Daily Exit Tickets	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
NA							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Differentiation of instruction based on data	4a.1. Assisting teachers in data analysis/differentiated strategies	4a.1. Administration, Coaches	4a.1. Evidence of differentiation seen in lesson plans and implementation.	4a.1. Benchmark Assessments, PMA, Assessments, Classroom Observations		

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Mathematics Goal #4a: In 2013, 39% (58 students) of students in the lowest 25% will make learning gains on the FCAT Math Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36% (16 students)	39% (58 students)					
		4a.2. Type of Intervention Activities	4a.2. Differentiation based on the individual student needs (Progress Monitoring Plan)	4a.2. Administration, Coaches, Classroom Teachers	4a.2. Use of data from Assessments for follow up for interventions or remediation strategies	4a.2. Progress Monitoring Plan	
		4a.3 Student Engagement	4a.3. Differentiation of Instruction and Guided Math Groups	4a.3. Administration, Coaches, Classroom Teachers	4a.3. Teacher assessment and student self evaluation.	4a.3. Anecdotal Notes, Conference Logs, Data Attaches`	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	53%	58%	62%	66%	70%	75%
<u>Mathematics Goal #5A:</u> <i>In 2013, 58% (86 students) will achieve the Annual Measureable Objectives of mathematics performance targets as measured by the FCAT 2.0.</i>							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White:NA Black:145 Hispanic:NA Asian:NA American Indian:NA Parental Involvement	5B.1. Conduct regularly scheduled Parent workshops Provide frequent and varied communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas) Sharing students' "data attaches" during Parent Conferences and implementing student-led conferences	5B.1. .Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers Administration, coaches, teachers	5B.1. Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Analysis of Conference Logs Analysis of feedback on parent surveys	5B.1. Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Surveys, Conference Logs Parent surveys		
<u>Math Goal #5B:</u> In grades 3-5, 58% (84 students) of the students tested will achieve mastery in reading on the 2013 FCAT Reading Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	43% (62 students) White: Black:145 Hispanic: Asian: American Indian:	58% (84 students) White: Black:145 Hispanic: Asian: American Indian:					
		5B.2. White:NA Black: 145 Hispanic:NA Asian:NA American Indian:NA Consistent : FCIM/RtI implementation across grade levels	5B.2 Assisting teachers in data analysis/ differentiation strategies during bi-weekly data chats and weekly grade level meetings Maintain leveled school bookroom to increase availability of leveled text and high interest titles Development of Instructional Focus Calendar for ELA / Implementation of FCIM Lessons	5B.2 Administration, Coaches Reading Coach, Instructional Coach, Classroom Teachers Administration, Coaches, Teachers	5.B.2 Analysis of FCIM mini-assessment data Success rate of RtI intervention strategies Determine effectiveness using “Teacher Check-Out Chart” to note usage Survey teachers for “Wish List” of levels/topics Principal will meet with grade levels to discuss the Instructional Focus Calendars during bi-weekly data chats	5B.2 FCIM mini-assessments RtI data/charts/graphs Teacher check-out chart, Teacher surveys ELA Focus Calendars, FCIM lesson plans	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		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		

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

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Parental Involvement	5E.1. Conduct regularly scheduled "Parent Night" events Provide frequent communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas)	5E.1. . Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers	5E.1. Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in workshop/conference attendance	5E.1. Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas		
Math Goal #5B: In grades 3-5, 58% (84 students) of the students tested will achieve mastery in reading on the 2013 FCAT Reading Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	43% (62 students) White: Black:145 Hispanic: Asian: American Indian:	58% (84 students) White: Black:145 Hispanic: Asian: American Indian:					
	5E.2 Consistent FCIM/Rtl implementation across grade levels 5E.3 Student Engagement	5E.2 Assisting teachers in data analysis/ differentiation strategies during bi-weekly data chats	5E.2 Administration, Coaches	5E2 Analysis of FCIM mini-assessment data	5E.2. FCIM mini-assessments Rtl charts/graphs/assessment data	5E.2.	

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		5E.3 Embed engagement strategies in daily ELA instructional routines (Think-Pair-Share, Turn & Talk, Kagan Strategies, etc.)	5E.3 Administration, Coaches, Teachers	5E.3 Analysis of classroom observations/ walk-throughs	5E.3 FLDOE DA form with indicators for Student Engagement	5E.3	
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End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Math ematics Goals	Problem-Solving Process to Increase Student Achievem ent						
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.		

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Mathematics Goal #1a: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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		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.		
<u>Mathematics Goal #2b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
<u>Mathematics Goal #3a:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal</u> <u>#4a:</u> <i>Enter narrative for the</i> <i>goal in this box.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance.*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance.*</u>					
	<i>Enter numerical</i> <i>data for</i> <i>current level of</i> <i>performance in</i> <i>this box.</i>	<i>Enter numerical</i> <i>data for</i> <i>expected level of</i> <i>performance in this</i> <i>box.</i>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3.	4a.3.	4a.3.	4a.3.	4a.3.	

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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.		
<u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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.		

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

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Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance*	2013 Expected Level of Performance*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		

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Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.							
Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	5E.2 .Differentiation of instruction based on current student data						

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	Problem-Solving Process to						
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	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:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						

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

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

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3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

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

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

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

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance.*	2013 Expected Level of Performance.*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD						
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Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Math Data/ Common Core	K-5/ All grade levels	Administration /Coaches	Grade levels, VLC's, School Wide	Weekly Grade level meeting, Early Release Days, Data Chats	Evidence of data analysis / use will result in differentiated instruction/ weekly grade level data meeting to monitor progress.	Administration/Coaches
Connecting the Learning Schedule to Common Core	K-5/ All grade levels	Administration /Coaches	Grade levels, VLC's, School Wide	Weekly Grade level meeting, Early Release Days, Data Chats	Evidence of data analysis / use will result in differentiated instruction/ weekly grade level data meeting to monitor progress.	Administration/Coaches
Instructional Alignment to Common Core	K-5/ All grade levels	Administration /Coaches	Grade levels, VLC's, School Wide	Weekly Grade level meeting, Early Release Days, Data Chats	Evidence of data analysis / use will result in differentiated instruction/ weekly grade level data meeting to monitor progress.	Administration/Coaches
Unpacking the NGSSS	3-5	Administration	All grade 3-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers
Unpacking the CCSS	K-5	Administration	All grade K-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers

Mathematics Budget (Insert rows as needed)

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

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In grades K-5, 100% of teachers will implement Math Investigations and EnVisions as demonstrated on the Learning Schedule.	Math Investigations Curriculum EnVisions Curriculum	District Funds	N/A
In grades K-5, 100% of teachers will utilize the Every Day Counts Calendar Math Curriculum.	Every Day Counts Calendar Math Curriculum	Turnaround Funds	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
In grades 3-5, 72% of students will achieve mastery in math on the FCAT.	Destination Math FCAT Explorer Gizmo's Pearson Success Net	District	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
In grades 3-5, 72% of students will achieve mastery in math on the FCAT.	Development of Math Instructional Focus Calendars Focus and alignment of assessments with Math Benchmarks	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Incorporation of hands on science lab activities several times a week.	1a.1. Student use of Science Journals / Notebooks to document hands on science activities.	1a.1. Administration, Coaches, Classroom Teachers.	1a.1. Lesson Plans, Learning Schedule, Student Portfolios, Scoring Rubrics, and Science Journals/Notebooks.	1a.1. Portfolio work with Performance task tied to Benchmarks Progress Monitoring Assessments, Benchmark Assessments, POE's, Daily Exit Tickets and the use of Student Data Attaches'.		
Science Goal #1a: In 2013, 39% (20) of the students tested are expected to achieve levels 3-5 on the FCAT Science Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	In 2012, 36% (20) of the students achieved levels 3-5 on the FCAT Science Test.	In 2013, 39% (20) of the students tested are expected to achieve levels 3-5 on the FCAT Science Test.					
		1a.2. Student Engagement with the core instruction and curriculum.	1a.2. Students will be provided supplemental and small group science instruction through the use of technology and scientific tools.	1a.2. Administration, Coaches, Classroom Teachers	1a.2. Grade Level teams will review results of exit tickets and common assessments data weekly to determine effectiveness.	1a.2. Performance tasks, Progress Monitoring Assessments, POE's, Journals, Daily Exit Tickets, and Learning Schedule Assessments 1a.2.	
		1a.3. Instructional methods to support scientific reasoning and problem solving.	1a.3. Teachers will instruct students using interesting and challenging activities or tasks for students to explore and discuss ideas, and solve problems.	1a.3. Administration, Coaches, Classroom Teachers.	1a.3. Grade level teams will use the learning schedule to guide scientific explorations as well as the data from assessments.	1a.3. Performance tasks, Progress Monitoring Assessments, POE's, Journals, Daily Exit Tickets, and Learning Schedule Assessments.	
		1a.4. 54% of teachers have between 1-5 years of experience.	1a.4. Coaches work with teachers on lesson planning and provide support modeling lessons.	1a.4. Administration Coaches Teachers	1a.4. Classroom visitation utilizing FLDOE Differentiated Accountability indicators	1a.4. Classroom focus walk forms K-2 Diagnostics Benchmarks PMA's	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Science Goal #1b:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Incorporation of hands on science lab activities several times a week with Higher Order Questioning.	2a.1. Utilize the benchmarks in the learning schedule to complete hands on experiments three times a week using the 5 E's model and science stations.	2a.1. Administration, Coaches, and Classroom Teachers.	2a.1. Science labs will be implemented with fidelity with Benchmark based activities.	2a.1. Performance tasks, Progress Monitoring Assessments, Science Journals/Notebooks.		
Science Goal #2a: In 2013, 36% (19 students) of the students tested are expected to achieve levels 4-5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In 2012, 11% (6 students) of the students achieved levels 4-5.	In 2013, 36% (19 students) of the students tested are expected to achieve levels 4-5.					

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		2a.2. 5 E's Instructional Model implementation along with student engagement.	2a.2. Teachers will use the 5 E's Science Instructional Model and include POE's (Predict, Observe, Explain) as well as use the scientific method to guide science exploration with the use of technology.	2a.2. Coaches, Classroom Teachers	2a.2. Discussion and review of Science Lesson plans, Learning Schedules, Science Portfolios, Scoring Rubrics and Science Journals.	2a.2. Portfolio work with Performance Tasks, Progress Monitoring Assessments, District Benchmark results, Daily Exit Tickets, Student Data Attaches', Learning Schedule Assessments and daily lesson plans.	
		2a.3 Use of Science Journals / Notebooks	2a.3 Teachers will use Science journals to assess student understanding of science concepts addressed by the Essential Question and Benchmark.	2a.3 Administration, Coaches, Classroom Teachers	2a.3 Review of lesson plans, learning schedules, Science Journals and student portfolios.	2a.3 Performance Tasks, Progress Monitoring Assessments, District Benchmarks and Learning Schedule Assessments.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
<u>Science Goal #2b:</u> <i>NA</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals

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Biology End-of-Course (EOC) Goals

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

Biology 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.		
<u>Biology Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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

End of Biology EOC Goals

Science Professional Development

Professional Development						
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(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Unpacking Science Standards/Using the Science Book as a reading resource	K-5/ All grade levels	Administration /Coaches	Grade Level, Vertical Learning Communities, School Wide	Weekly Grade Level Meetings, Early Release Days	Evidence of using the Science text as a reading resource through lesson plans as well as through classroom observations.	Administration, Coaches
	Hands on Science Explorations	K-5 / All grade levels	Administration /Coaches	Grade Level, Vertical Learning Communities, School Wide	Weekly Grade Level Meetings, Early Release Days	Evidence of hands on science explorations in lesson plans and through classrooms observations	Administration, Coaches
	Use of Science Journals/Notebooks	K-5 / All grade levels	Administration /Coaches	Grade Level, Vertical Learning Communities, School Wide	Weekly Grade Level Meetings, Early Release Days	Evidence of Science Journals/ Notebooks through classroom observations and lesson plans.	Administration, Coaches

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
In grades K-5, 100% of classroom teachers will utilize the 5 E's model as stated in the District Learning Schedule.	District Learning Schedule / Curriculum Science Cart with Unit Modules Science Kits through Interactive Science Curriculum	District Funds Magnet Funds	N/A

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In grades K-5, 100% of classroom teachers will implement small group instruction as a part of the Explain portion of the 5 E's model.	Non-Fiction Text Science Leveled Readers Pearson Success Net – Interactive Science Materials	School Operating Budget District Funds	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
In grades 3-5, 100% of classroom teachers will incorporate technology as a part of science instruction.	Riverdeep – Destination Success Gizmos FCAT Explorer Pearson Success Net – Interactive Science Materials Smart Boards Clickers	District Funds Turnaround Funds Magnet Funds	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
In grades 3-5, 100% of classroom teachers will receive professional development in the area of science instruction.	5 E Model Implementation Instructional Focus Calendars Attendance at District Science Inquiry Workshops	N/A	N/A
District Level – Academy of Science	TDE Coverage for Professional Development to attend Academy of Science and other district level science workshops	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase science proficiency	Science recognition and awards	School and SAC	\$200.00
Subtotal: \$200.00			
Total: \$200.00			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Teacher familiarity with rigor of writing process	1a.1. Establish consistent writing instruction across each grade level Training by District Literacy Coach Sharing lessons and student work during biweekly data chats	1a.1. Administration, Coaches, Teachers	1a.1. Analyzing student writing across each grade level Ongoing progress monitoring of District Writing Prompts	1a.1. Genre specific Analytic Rubrics and 6 point FCAT scoring rubrics found on Riverdeep		

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<u>Writing Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3 – 5, 49% (24) of the students tested will achieve a Level 4.0 on the 2013 FCAT Writing Test.							
	In 2012, 46% (28) of the students tested achieved level 4.0 on the FCAT Writing Test.	In 2013, 49% (24) of the students tested are expected to achieve level 4.0 on the FCAT Writing Test.					
		1a.2. Weak student vocabulary	1a.2. Vocabulary instruction implemented following <i>Bringing Words to Life</i> format Text Talk implemented at each grade level	1a.2. Administration, Coaches, Teachers	1a.2 Ongoing progress monitoring using FAIR, Interim Benchmarks and PMA's.	1a.2. FAIR (K-2 AP 1 and 3), Interim Benchmarks (3-5), PMA's (3-5).	
		1a.3. Students reading below grade level expectations	1a.3. RtI, FCIM, after-school tutoring	1a.3. Administration, Coaches, Teachers	1a.3. Ongoing progress monitoring using DRA2, running records, FAIR, Interim Benchmarks and PMA's.	1a.3. DRA2, FAIR, Interim Benchmarks, PMA's	
		1a.4. 54% of teachers have between 1-5 years of experience.	1a.4. Coaches work with teachers on lesson planning and provide support modeling lessons.	1a.4. Administration Coaches Teachers	1a.4. Classroom visitation utilizing FLDOE Differentiated Accountability indicators	1a.4. Classroom focus walk forms District Writing Prompts End of Genre Pieces	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lessons Learned from FCAT Writing	3-5 Writing	District Coach	Intermediate teachers	Early Release	Analysis of district prompt writing data	Administration, Coaches
Alignment of K-5 pacing of spelling, language and mechanics	K-5	Literacy Team	All Writing Teachers	Reading council meeting, Teacher Meetings	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach , Literacy Team
Genre Study	K-5 ELA PLC	ELA PLC Leaders	K-5 ELA PLC members	Early Release days once a month	Analysis of district writing prompts and end of genre pieces	Administration, Coaches

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Use of Florida Writes Rubric and Anchor Papers for scoring writing.	4th grade	Administration	4th grade teachers	January 11, 2013	District Writing Prompt Results	Teachers/Administration
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Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
In grades K-5, 100% of teachers will implement Writer's Workshop with fidelity as guided by the District Learning Schedule assessments and the 2010 FCAT Writes.	Houghton-Mifflin Writing Handbook District Learning Schedule	District Funds	N/A
In grades K-5, 100% of teachers will implement small writing groups / conferences as a part of the Writer's Workshop on a daily basis.	District Writing Prompts	District Funds	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
In grades 3-5, Language Arts teachers will use State FCAT Writing 2012 Anchor Papers and School FCAT Writing 2012 CD as part of writing instruction.	State FCAT Writing 2012 Anchor Papers School FCAT Writing 2012 Writing CD	District Funds	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Elementary FCAT Writing 2.0 Instruction in Scoring Workshop	State trainer provides scoring instruction for Reading Coach and 4 th grade writing teacher	District Funds	N/A

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						

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

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2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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						
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PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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:			

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Total:			
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End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Inclement weather (large population of walkers don't attend school on rainy days or when it is cold.)	1.1. Communicate our expectation of attendance following the first significant weather event and reward one class in each grade level each week with the best attendance.	1.1. Classroom teachers, Guidance counselor, Principal and District AIT rep.	1.1. Compare attendance at each quarter to percentages from previous years beginning with 2009-2010 school year; compare number of students with excessive absences (10 or more, etc.) to previous year.	1.1. Attendance numbers from Genesis and Attendance Intervention Team numbers		
Attendance Goal #1: <i>The goal is to decrease the number of absences of 10 or more from 24% (72 students) to 19% (57 students) and students with 21 or more absences from 5% (15 students) to 3% (9 students).</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

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	<i>In the 2011-2012 school year 24% (84 students) had between 10-19 absences and 11% (39 students) had 20 or more absences.</i>	<i>Our goal is to decrease the number of absences of 10 or more from 24% (72 students) to 19% (57 students) and students with 21 or more absences from 5% (15 students) to 3% (9 students).</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>In the 2011-2012 school year 42% (121 students) had 10 or more absences.</i>	<i>Our goal is to decrease the number of 10 or more absences from 24% (72 students) to 19% (57 students).</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>In the 2011-2012 school year 4% (14 students) had 10 or more absences.</i>	<i>Our goal is to decrease the number of 10 or more absences from 4% (14 students) to 3% (10 students).</i>					
		1.2. Parental needs	1.2. Communicating with parents the school's expectation with phone calls, school-wide call outs, AIT involvement when students are absent 5 days in 30 school days, etc.	1.2. Administration, Guidance Counselor, Teachers	1.2. Compare quarterly attendance percentages to previous year.	1.2. Attendance numbers from Genesis and AIT numbers	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Absenteeism	K-5	Administration	School-wide	Teachers / guidance counselor will work with students on attendance goals	Teachers / guidance counselor will work with students on attendance goals	Administration
Second Step Training	K-3	Teachers Guidance Counselor	All teachers	On-going	Lesson Plans	Classroom Teacher Guidance Counselor

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Apply for a grant for incentives for attendance/tardies	Money used for rewards for better attendance/tardies	Grant provider	\$200.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$200.00			
Total:\$200.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1. Limited success of interventions, personnel	1.1. Added behavior support personnel; Guidance Counselor will assist in developing interventions	1.1. Behavior Support personnel	1.1. Track success rate of each intervention attempted per student; develop an Functional Behavior Assessment for chronic students	1.1. Behavior Intervention data/graphs; FBA success rate		

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<u>Suspension Goal #1:</u> Our goal is to decrease the number of Out-Of-School Suspensions by 2%	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>During 2011-12 there were 34 In-School-Suspensions</i>	<i>Our goal is to decrease ISS to 30 or less, however in decreasing OSS this may be a barrier</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	34	30					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>During 2011-12 there were 22 Out-of-School suspension</i>	<i>Our goal is to decrease OSS by 5-6%.</i>					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	22	20					
		1.2. Parental Involvement	1.2. Behavior support personnel/Guidance counselor will meet with parents to link interventions used at school with those in use at home	1.2. Behavior support personnel/ Guidance counselor	1.2. Analysis of referral/ suspension rates	1.2. Referral/suspension data/ graphs	

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		1.3. Lack of communication and direct instruction of school and classroom expectations	1.3. CHAMPs and School-wide Five Colors of Conduct Discipline "Flip Card" Program. Implement school-wide Positive Points (Positive Discipline).	1.3.Principal, Classroom Teachers, and Foundations Team	1.3. Monitor monthly Conduct Incident Reports and office referrals. Conference with parents of students receiving incident reports and referrals. Class Meeting Agendas (weekly). Collect and analyze suspension data weekly for individual students .	1.3. Genesis system for reduction in number of students receiving referrals.	
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations/Champs	K-5	Foundation Team Members	School-Wide (District program)	Early Release/Workshop days	Data from referrals and suspensions including intervention strategies used	Foundations Team, Principal, Guidance Counselor
Counselor Mediation Groups	K-5	Guidance Counselor	School-wide participation	Early Release Day and Faculty Meetings	Class Meeting (modeling and discussion)	Principal and Guidance Counselor

Suspension Budget (Insert rows as needed)

Include only school-based funded			
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activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement "Positive Point" system for students doing the right thing in classrooms, hallways, cafeteria and all common areas	Classroom "Positive Points" celebration when classes earn 25 points. Points can be earned for collective classroom behavior.	School Operating Budget	\$200.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$200.00			
Total:\$200.00			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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		

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1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Lack of parent participation at school instructional events and volunteer opportunities	1.1. Provide opportunities at Family Literacy Night, PTA nights, Book Fair days and nights, etc.	1.1. Principal, PTA President, Instructional Coaches, Media Specialist, Literacy VLCs, teachers, Volunteer Coordinator	1.1.Monitoring of Parent Attendance Sign-in Sheets	1.1. Collect participation data and survey families		
Increase parent participation and attendance at Parent Nights, i.e., Literacy Night, Book Fair, PTA, and IB Learner Profiles	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	<i>Parent attendance at parent night activities in 11-12 was 33% of student population</i>	<i>Increase parent attendance at all parent night activities to 35% in 11-12</i>					
		1.2. Parent interest level in school programs	1.2. Offer Informational FCAT Parent Night, Math/Science Night, etc.	1.2.Principal, Instructional Coaches, teachers	1.2. Collect participation data and survey families	1.2. Parent Attendance Sign-In sheets	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)							
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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase parent volunteer numbers	K-5 Parents	Principal and Academic Coach	All parents and outside volunteers	TBA dates during the year	Parent Volunteer Coordinator and teachers will keep records of volunteer hours	Principal, Teachers, PVC
Parent "Portal" workshops and internet Educational sites	All Parents and Volunteers	Administration, Teachers, PVC, PTA	All Parents and outside volunteers	TBA dates during the year	Parent Volunteer Coordinator and teachers will keep records of volunteer hours	Principal, Teachers, PVC

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
Parent Orientation Workshops	Volunteer information for parnets	PTA	\$200.00
Parent Portal Workshops and internet educational sites	Informational meetings for parents	n/a	n/a
Subtotal:\$400.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teach parents about internet support	Time and availability of technology	n/a	n/a
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$400.00			
Total:\$400.00			

End of Parent Involvement Goal(s)

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

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

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

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STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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CTE Goal #1: NA	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

* 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	1.1.New teachers and limited to practice of procedures	1.1.Develop and practice procedures for school's Crisis Plan	1.1. Leadership Team Foundation Team	1.1.Observations and Drills	1.1.Emergency evacuation and monthly fire drill reports		
Additional Goal #1: <i>Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.</i>	2012 Current Level :*	2013 Expected Level :*					

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	<i>100% of faculty and staff</i>	<i>100% of faculty and staff</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of school's Emergency Plans	K-5	Foundations Team Chair Principal	School-wide meetings	Preplanning & Mid-Year Review	Observations	School Leadership
Code Yellow Drill	School-wide	Foundations Team	School-wide	Dec. 2012	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Principal Foundations Team
Code Red Drill	School-wide	Foundations Team	School-wide	May 2013	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Principal Foundations Team

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: \$3,960.00
Mathematics Budget	
	Total: \$0
Science Budget	
	Total: \$200.00
Writing Budget	
	Total: \$0
Attendance Budget	
	Total: \$200.00
Suspension Budget	
	Total: \$200.00
Dropout Prevention Budget	
	Total: \$0
Parent Involvement Budget	
	Total: \$400.00
Additional Goals	
	Total: \$0
	Grand Total: \$4,960.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	X Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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The School Advisory Council (SAC) has an important function for the success of Henry F. Kite Elementary. Listed below are some of the functions of the SAC.

- Participating in planning and monitoring of the School Improvement Plan.
- Initiating activities or programs that generate greater cooperation between the community and the school.
- Recommending various support services for the school. (Mentoring, Tutoring, Remediation)
- Assisting with the dissemination of magnet related information (i.e. marketing, program continuity, and International Baccalaureate Primary Year Programme).
- Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
- Assisting in the development of educational goals and objectives.
- Assisting in the preparation of the accreditation report.
- Performing other functions as requested by the principal.

The SAC is involved with the academic planning and ongoing monitoring of our School Improvement Plan. Monthly meetings focus on data and results. Each meeting focuses on one curriculum area. SAC makes decisions on the School Improvement Funds and has input in the budget. SAC also hosts special meetings for parents on timely topics of interest to parents. In January, SAC will complete a midyear review of the School Improvement Plan. As data is released at the end of the year, SAC will receive a complete report of outcomes on state assessments. In addition, SAC will provide input in the budgetary process twice yearly in the fall and again in the spring.

Describe the projected use of SAC funds.	Amount
Classroom supplemental materials	\$900.00