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: Learning Academy of Santa Rosa | District Name: Santa Rosa |
|---|--------------------------------|
| Principal: Ray Sansom | Superintendent: Tim Wyrosdick |
| SAC Chair: William Price | 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.

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | as an | 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 | Ray Sansom | Masters of Educational Leadership | 2 | 8 | No data | |
| Lead Teacher | A CO T 4 - 4 - 100 Marian large Street | | | | A No AYP | |

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) |
|-------------------|------|-----------------------------|---|---|---|
| Reading | | | | | |
| Science | | | | | |
| Math | | | | | |
| Social Studies | | | | | 3 |
| English | | | | | |

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) |
|---|-------------------------|---------------------------------------|---|
| Create a safe and professional atmosphere | Principal | ongoing | |
| Professional Development | Principal/School Distri | ct Dates specified by school calendar | |
| 3. | | | |
| 4. | | | |

| Will-Highly Pilective Turn acro. | Non-Highly | Effective | Instructors |
|----------------------------------|------------|-----------|-------------|
|----------------------------------|------------|-----------|-------------|

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

| List all instructional start and paraprofessi | Ollum who are something | | 16 the December Highly Effective |
|---|-------------------------|---|---|
| | Certification | Teaching Assignment | Professional Development/Support to Become Highly Effective |
| Name | | ************************************** | |
| na | | | |
| | | | |
| | | *************************************** | |
| | เก้าจับส | | |
| | | | |

Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers | % 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 |
|-------------------------------------|-----------------------------|--|---------------|--|---|-----------------------------------|-----------------------------------|---|--------------------------------|
| 5 | | | ×5(100) | | 1(25) | 5(100) | 2(40) | | 2(40) |

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.

| mentoring activities. | | Rationale for Pairing | Planned Mentoring Activities |
|-----------------------|-----------------|-----------------------|------------------------------|
| Mentor Name | Mentee Assigned | Rationale for Laming | |
| | | | |
| | | | |
| | | | |
| | | | |

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

| ļ | Career and Technical Education |
|---|--------------------------------|
| | |
| | |
| | Job Training |
| | JOD Transing |
| | |
| | Other |
| | Otto |

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team. Principal; all staff; and the Board of LASR Directors

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 school Principal and all teachers meet every day before the school day starts to review all the students. The board meets 5 times per school year on campus to

discuss needs and monitor progress.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the Rtl Problemsolving process is used in developing and implementing the SIP? Each day the Principal and teachers review the school improvement plan to ensure we are meeting our goals in the classroom instruction.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. DEA, FCAT Writing Scores, Results from across the campus writing activities. Reviewed weekly at daily meetings; used to create guided instruction units within the classroom and for structuring individual instruction.

Describe the plan to train staff on MTSS. Santa Rosa county school district personnel/ training provided

Describe plan to support MTSS. Continual reports and results through daily morning meetings. Teacher workday reviews

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal; all teachers; LASR board of directors

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Weekly meetings; Monthly board meetings with reported results

What will be the major initiatives of the LLT this year? Promotion of across campus reading; incentives for reading; procuring higher scores across the campus on standardized testing.

Public School Choice

• Supplemental Educational Services (SES) Notification
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

Teachers will be responsible for reports during morning meetings that contain what is being read on a daily basis within their classrooms. Lesson plans should reflect a time for reading each class period.

*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?

On a daily basis students attend classes built around a curriculum "why try" This is a life skills curriculum that stresses the importance of individual work goals and future planning.

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?

Providing career planning as well as life skills class for all students enrolled at LASR.

Postsecondary Transition

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

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

| Describe strategies for improving student readiness for the public postsecondary | level based on annual analysis of the <u>Figh School Feedback Report</u> . |
|--|--|
| | |

PART II: EXPECTED IMPROVEMENTS Reading Goals

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

| Read | ling Goals | | | Problem-Solving Process to Increase Student Achievement | | | | | |
|--|-----------------------------------|--|--|---|--|---|-----------------|--|--|
| Based on the analysis and reference to "Gui define areas in need of | ding Questions" improvement fo | , identify and | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 75% of students Achieving proficient levels in Reading will maintain or improve their scores | I 3 in reading | g. 013 Expected evel of erformance:* 5% learning | Many students enroll/or are referred to LASR within a few weeks/days of testing. High | 1a.1. Communication with the district about the student's needs; DEA results; progress and attendance monitoring. | ia all staff | la.1. daily monitoring; results of testing | 1a.1. DEA/FCAT | | |
| | <u></u> | | 1a.2. | 1a 2. | 1a.2. | 1a.2. | 1a.2. | | |
| | | | 1a.3. | 1a.3. | 1a.3. | la.3. | la.3. | | |

| Description | 2012 2015 Bondon Annie | | | | 11.1 | ib.1. |
|--|---|---------------------|---|---|---|-----------------|
| Students scoring at Levels 4, 5, and 6 in reading Goal #ib. Reading Goal #ib. Mathematical Execution Control Control Execution Control Control Execution Control Control Execution Control C | 1b Florida Alternate Assessment: | 1b.1. | 1b.1. | 1b.1. | 10.1. | |
| Reading Coal #15b: Reading Coal | Students scoring at Levels 4, 5, and 6 in | | | | | |
| Reacting Goal #15: 2012 Current Level of Performance Level of Performanc | | | | | | |
| Performance: Self-managed: Performance: Perf | reading. | | | | | |
| Exter management of the substance of the | | | | 10 m | | |
| Enter surrent band of contents and the surface | Deuformance:* Performance:* | | | | | |
| Based on the analysis of student schievement data, and reference to "Gording Questions," ideality and define area in not of improvement of the block. Based on the analysis of student schievement data, and reference to "Gording Questions," ideality and define area in not of of improvement of the following group: 2a. FCAT 2.0: Students scoring at or above 2a.1. Reading Goal ff2a: Enter narrotice for the gord in this low. Reading Goal ff2a: Enter narrotice for the gord in this low. Enter n | N/A | | | | | |
| Based on the analysis of student schleveners data, and reference to "Griding Question", identify and define area in next of ordering at or above 2n.1. Based on the analysis of student schleveners data, and reference to "Griding Question", identify and define area in next of ordering Question", identify and accounts noted or ordering at or above 2n.1. 2a. FCAT 2.0: Students scoring at or above 2n.1. Achievement Levels 4 and 5 in reading. Reading Goal #/2a: Enter narrative for the goal in this box. Evaluation Tool of for Monitoring Continue | | | | | | İ |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identity and define anals in need of improvement for the following. 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Earling Goal #2a: Enter nurrative for the yeal in hits how. Enter nurrative for the yeal of the year of year year of year year. Enter nurrative for the year of year year of year year year of year year. Enter nurrative for the year of year year year of year year. Enter nurrative for the year of year year year of year year. Enter nurrative for the year of year year year. Enter nurrative for the year of year year year. Enter nurrative for the year of year year year. Enter nurrative for the year of year year year. Enter nurrative for the year of year. Enter nurrative for the year of year ye | for current level of | | | | | ļ |
| 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: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a. Enter narrative for the goal in this brow. Enter narrati | level of performance in | | | | 2. | |
| Based on the analysis of student schievement data, and inference to "Guiding Questions", identify and define areas in used of improvement for the following goods. 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter numratine for the sould be an in this box. 2a.1. 2a.2. 2a.2. 2a.2. 2a.2. 2a.2. 2a.2. 2a.2. 2a.2. 2a.2. 2a.3. | performance in this box. | | | | | |
| Based on the analysis of student achievement data, and telepence to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Reading Gal #2a: Enter neurotive for the goal in this hax. Enter neurotive for the pool of the following continued that the improvement of this hax. Enter neurotive for the pool of the following continued the fol | uns mic. | 1b.2. | 1b.2. | 1b 2 | 16.2. | 16.2. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter narrative for the good in this box. Enter narrative for the following beforemance.* Enter narrative for the following group: 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: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter narrative for the good in this box. Enter narrative for the following beforemance.* Enter narrative for the following group: 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: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter narrative for the good in this box. Enter narrative for the following beforemance.* Enter narrative for the following group: Ent | | | | 11. 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | 1b 3 | 16.3. |
| 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: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter narrative for the goal in this box. Enter narrative for the goal in this box. Enter name and data does not expected level of neutron mone of neutron mone of neutron for current for current fine for mone of neutron mone of neutron finis box. 2a.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | | 1b.3. | 1 b.3. | 10.3. | 10.5. | ļ· |
| 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: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter narrative for the goal in this box. Enter narrative for the goal in this box. Enter name and data does not expected level of neutron mone of neutron mone of neutron for current for current fine for mone of neutron mone of neutron finis box. 2a.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | | 1 | | | | |
| Based of the analysis of stockers of stockers of stockers of the following and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Level of Performance.* Enter numerical data discretical for current level of neafformance in this box. Enter numerical data discretical for performance in this box. 2a.2. 2a.2. 2a.2. 2a.2. 2a.3. 2a.3. 2b.1. | | Anticipated Barrier | Strategy | Person or Position Responsible | Process Used to Determine Effectiveness | Evaluation Tool |
| define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoving at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Level of level of Performance: Enter nurrentive for the goal in this box. Enter Enter memorical than for expected for currons level of performance in this box. Enter in this box. It is box. 2a.1. 2a | Based on the analysis of student achievement data, | Anticipated Datrier | Difficogy | for Monitoring | of | · |
| 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: Level of Performance.* Enter manurative for the goal in this box. Enter manurative in this box. Level of Performance.* Enter manurative in this box. Level of Performance.* Enter manurative in this box. 2a.2. 2a.2. 2a.2. 2a.2. 2a.3. 2a.3. 2b. Florida Alternate Assessment: 2b.1. 2b.1. 2a.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | and reference to "Guiding Questions", identify and | | | | Strategy | ļ |
| 2a. FCAT 2.0: Students scoring at or above 2a.1. Achievement Levels 4 and 5 in reading. Reading Goal #2a: 2012 Current Level of Level of Level of Level of Level of Level | | | 8 10 18 18 18 18 18 18 18 18 18 18 18 18 18 | | 2 1 | 2a 1 |
| Achievement Levels 4 and 5 in reading. Reading Goal #2a: Enter narrative for the goal in this box. In this box. 2a.2 2a.2 2a.2 2a.2 2a.2 2a.2 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | 20 ECAT 2 0: Students scoring at or above | 2a.1. | 2a.1. | 2a.1. | Za.1. | 20.1. |
| Reading Goal #2a: Level of Performance:* Enter narvative for the goal in this box. Enter narvative for the wind for expected for current hord of nerformance in this box. Enter narvative for the performance:* E | A abjoroment I evels 4 and 5 in reading. | | | | | |
| Enter narrative for the goal in this box. Enter E | | | | | | |
| Enter narrative for the goal in this box. Enter E | Panding Goal #2a: 2012 Current 2013 Expected | | | | | |
| Enter numerical data for expected level of nerformance in this box. 2a.2 2a.2 2a.2 2a.2 2a.2 2a.2 2a.3 2a.3 2b. Florida Alternate Assessment: 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | Level of Level of | | | | | |
| Enter numerical data during respecteus level of nerformance in this box. 2a.2 2a.2 2a.2 2a.2 2a.2 2a.3 2a.3 2b. Florida Alternate Assessment: 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | Enter narrative for the Performance:* Performance:* | | | | | |
| for current level of performance in this hox. 2a.2 2a.2 2a.2 2a.2 2a.2 2a.2 2a.3 2a.3 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. 2b.1. | goal in this box. Enter Enter numerica | [] | | | | |
| lavel of nerformance in this box. | numerical data data for expecte | d a | | | | |
| nerformance in this box. 2a.2 | for current level of | | | | İ | |
| this box. 2a.2 | nextremance in this hox. | | | | | |
| 2a.2 2a.2 2a.2 2a.2 2a.2 2a.2 2a.2 2a.2 | | 4 | | | | |
| 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 | | 2a 7 k | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 | | 70.2 | | | İ | |
| 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 | | | | | | |
| 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 | | | | | | <u> </u> |
| 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 2a.3 | | - Company | 3233 | 2.2 | 20.3 | 2a.3 |
| 2b. Florida Alternate Assessment: 2b.1. 2b.1. | | 2a.3 | 2a.3 | Za.3 | [24,5 | |
| 2b. Florida Alternate Assessment: 2b.1. 2b.1. | | | | | | |
| 2b. Florida Alternate Assessment: 2b.1. 2b.1. | | ্ৰ পূৰ্ব | | | | |
| 2b. Florida Alternate Assessment: 2b.1. 2b.1. | | 1 | | | | |
| 2b. Florida Alternate Assessment: | | 2b.1. | 2b.1. | 2b.1. | 26.1. | Zb.1. |
| | 2b. Florida Alternate Assessment: | | 1 | | | |
| | Students scoring at or above Level 7 in | | | | 1 | |
| reading. | reading. | | <u> </u> | <u>, t ,</u> | | |

| ZUIZ ZUIZ SUN | • | ` <u> </u> | | | | |
|---------------------------------|--|--|--|---|--|-----------------|
| Trought Down | 2012 Current 2013 Expect Level of Level of Performance:* | * | | | | |
| Hattley title title to Jon Tree | | — | | | | |
| goal in this box. | Enter Enter numer | | | | | |
| | numerical data data for expe for current level of | ica - | | | | |
| | for current level of level of performance | in . | | | y | |
| | performance in this bax. | ~~ | i i | 2007 | * | |
| | this box. | | | | | |
| | | | | 21. 2 | 2b.2. | 2b.2. |
| | | 2b.2. | 252. | 2b.2. | 20.2. | |
| | | *]] | | | | |
| | | . 🔠 | 1 | | | |
| | | 2b.3 | 2b.3 | 26·3 | 2b.3 | 2b.3 |
| <u></u> | | 20.3 | 20.5 | | | |
| | | . 1 | | | | |
| | 1. | (A) | | | | |
| | 1 | | | 147.97 A. A. A. A. A. A. A. A. A. A. A. A. A. | ************************************** | |
| Discard on the englysis | of student achievement data | Anticipated Barrier | Strategy | Person or Position | Process Used to Determine Effectiveness of | Evaluation Tool |
| and reference to "Gui | iding Questions", identify an | | | Responsible for | Strategy | |
| define areas in need of | improvement for the following | ng | | Monitoring | | |
| delitic areas in next or | group: | | <u> </u> | | 20. | 1 1 |
| 30 ECAT 2 0 Per | centage of students | 3a.l. | 3a.1. | 3a.1% | 3a.1. | 3a.1. |
| making Learning | Caine in reading | ي . | | 4.66 | | |
| making rearming | Gaills in reading. | | The state of the s | | | |
| D 1: 0-142a | 2012 Current 2013 Expec | ed | | | t. | • |
| Reading Goal #3a: | Level of Level of | | | | | |
| | Performance:* Performance | : * | | | | |
| No datu Available | Enter name | <u> </u> | | | | |
| | numerical data data for exp | | | | | |
| | for current level of | | | | | |
| | level of performance | in (| | | | |
| | performance in this box. | | | | | |
| | this box. | | () () () () () () () () () () | | | - |
| | | | | | | |
| | | * (3) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A | No. Company | | | 3a.2. |
| | | 3a.2, | 3a.2. | 3a.2. | 3a.2. | Ja.2. |
| | | | | | | |
| | | | 1. 1. 2. | | | |
| | | | 1 5.3 | | | |
| | | 3,66,64. | 12. 156. 156. 176. | 12.2 | 3a3. | 3a.3. |
| | | 3a.3. | 3a.3 | 3a.3. | . دهرا ا | |
| | | | 1 | | | |
| | 1 | | | | | |
| | <u> </u> | 21.1 | 36.1. | 3b.I. | 3b.1. | 3b.1. |
| 3b. Florida Altern | ate Assessment: | 3b.1. | 50.1. | | | |
| Percentage of stud | lents making Learnin | 3 | | | | |
| Gains in reading. | | | | <u> </u> | | <u> </u> |
| | | | | | | |

| No Data Available | 2012 Current Level of Performance:* Enter Immerical data for current level of performance in this box. | | 3b.2. | 3b.2. | | 3b.2. |
|---|--|--|---------------|---|--|---|
| | | 3b.3. | 36.3. | | | 3b.3. |
| and reference to "Guid define areas in need of i | of student achievement data, ling Questions", identify and improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool 4a.1. FCAT?DEA results |
| 4a. FCAT 2.0: Perc Lowest 25% makin reading. Reading Goal #4a: 75% of students will make learning gains in reading. Gains will be accomplished by | entage of students in ag learning gains in 2012 Current Level of Performance:* | 4a.1. Gaps in learning because of excessive absences. Transience | | 4a: 1. Přincipal/reading teacher/văriôus staff | 4a.1. Weekly monitoring or compass/DEA results. Students classroom performance especially in fluency/comprehension | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. |
| | | 4a.3 | 4a :3. | 4a.3. | 4a.3. | 4a.3. |

| 4b. Florida Altern | ata Acasemants | 4b.1. | 4b, I. | 4b.1. | 4b.1. | 4b.1. |
|----------------------------|--|--|--------------------------------------|-------------------------------|--|---------------------|
| 40. Florida Alterua | ents in Lowest 25% | | | | | |
| Percentage of stud | ells in Lowest 25 /6 | | | | | |
| making learning g | 2013 Current 2013 Expected | | | | | |
| Reading Goal #4b: | 2012 Current 2013 Expected Level of Level of | | | 6 | *** | |
| No Data Available | Performance:* Performance:* | | | | | |
| Po Data Aratiante | Enter Enter numerical | | | | ** - | , |
| | numerical data data for expected | | | A *** *** | _ | |
| | for current level of | | | 46.00 | No. | |
| | level of performance in | | | | | |
| | performance in this box. this box. | | | | | |
| | mis onc. | | | J. 1907 | 7 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - | İ., |
| | | 4b.2. | 4b.2. | 46.2. | 4b.2. | 4b.2. |
| | | | 5 | | | |
| | 1.14 |] | | | | |
| | | | | | | |
| | | 4. 2 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |
| | | 46.3 | 40.3. | 70.5. | , | |
| | | | | | | ! |
| • | | | | Silvania, Silvania | | |
| Based on Ambition | us but Achievable Annual | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 2016-2017 |
| Measurable Objective | s (AMOs), Reading and Math | | | | | |
| Performance Target | | | 0.000 | | | |
| | Baseline data 2010-2011 | 42% | 36% | | <u>.</u> | |
| Achievable | 38% | | Target 52% | | | 1 |
| Annual | | | | | | |
| Measurable | | | | | | |
| Objectives | | and the state of t | | | | |
| (AMOs). In six | | | | | | |
| year school will | | | | | | |
| reduce their | | | | | | |
| achievement gap | |) () | | | | |
| | | # 7 V 75: | | | | |
| by 50%. | <u> </u> | | | | | |
| Reading Goal #5A: | | | 670 | | | |
| satisfactory target or hig | will attain or exceed the | | \$\tag{\partial}{\partial}\$ | | , | ĺ |
| satisfactory target or mg | gner. | | | | | |
| | | 7 7 | | | | |
| Based on the analysis | s of student achievement data, | Anticipated Barrier | Strategy | Person or Position | Process Used to Determine Effectiveness of | Evaluation Tool |
| and reference to "Gu | iding Questions", identify and | Attendance, | Attendance monitoring | Responsible for | Strategy | FCAT/DEA results |
| define areas in need of | f improvement for the following | turnover rate, | parent | Monitoring | Progress Monitoring/weekly reports/pre and | |
| | subgroup: | transient student | notification/meetings | Principal/direction/office | post test/DEA growth | |
| | | population | incorporation of additional learning | manager/ classroom teacher | | |
| | | | opportunities that include | Edeliei | | |
| <u></u> | | <u> </u> | opportunities that mende. | <u> </u> | <u> </u> | |

Apríl 2012 Rule 6A-1.099811 Revised Apríl 29, 2011

12

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

| | | | computer based | | | |
|-------------------------|--|---|--|---|--|-----------------|
| | | () () () () () () () () () () | instruction | | | |
| | | cro 1 | 5B.1. | 5B.1. | 5B.1. | 5B.1. |
| 5B. Student subgro | ups by ethnicity (White, | LLI. | JD.1. | JD.11. | 22 | |
| Black, Hispanic, Asi | an, American menanj noq | Black: | | | | |
| making satisfactory | progress in reading. | Hispanie: | | | | |
| Reading Goal | 2012 Current 2013 Expected | Asian: | | | | |
| No data available | Level of Level of Performance:* | American Indian; | | | 1 | |
| | | | | | | |
| | Enter Enter numerical | | | | | |
| | numerical data data for for current expected level of | | | | | |
| | level of performance in | | | | | |
| | performance in this box. | | \$ | | | |
| | this box. White: | | | | | |
| | White: Black: Black: Hispanic: | | | | | |
| | Hispanic: Asian: | | | | No. | |
| | Asian: American | | | | *** | |
| | American Indian: | | | | | |
| | Indian: | | | No. | 5B.2. | 5B.2. |
| | | 5B.2. | 5B.2. | 5B·2. | DB.2. | |
| | | | | | vi y | |
| | | 5B,3. | 5B:3 | 5B.3. | 5B.3. | 5B.3. |
| | | ر.و ل ور الا | | A 10 / 10 / 10 / 10 / 10 / 10 / 10 / 10 | | |
| Based on the analysis | of student achievement data, | Anticipated Barrier | Strategy | Person or Position | Process Used to Determine Effectiveness of | Evaluation Tool |
| and reference to "Guid | ding Questions", identify and | | | Responsible for | Strategy | |
| define areas in need of | improvement for the following | | | Monitoring | | |
| . St | ibgroup: | 60.1 | 50 Jan | 5C.1. | 5C.1. | 5C.1. |
| 5C. English Langua | age Learners (ELL) not | PC.II | De.ii | 50.1. | | |
| making satisfactor | y progress in reading. | | | | i e | |
| Reading Goal #5C: | 2012 Current 2013 Expected | | No. | | | |
| N/A | Level of Level of | | | | | |
| | Performance:* Performance:* | [' | | | | |
| | Enter Enter numerical | | | | | |
| | numerical data data for expected for current level of | | | | | |
| | for current sever of level of performance in | l file | | • | | |
| | performance in this box. | | | | | |
| | this box. | | | | | |
| | | | . 1000 | | | 5C.2. |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5©3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis | of student achievement data, | Anticipated Barrier | Strategy | Person or Position | Process Used to Determine Effectiveness of | Evaluation Tool |
| and reference to "Gui | ding Questions", identify and | | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | Responsible for | Strategy | |
| define areas in need of | improvement for the following | | emailies . | Monitoring | | |
| | ubgroup: | <u> </u> | A CONTRACTOR OF THE CONTRACTOR | 1.15 | | |

| rn or J. A. H. M. | askilities (CWD) not | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |
|--|--|---------------------------|--|--|--|-------------------|
| 5D. Students with Dis | SHUTHER (P. 11 72) IZO | | | | | 1 |
| making satisfactory p | 2012 2013 Expected | - | | | | İ |
| | Current Level of | | | | | |
| | Level of Performance:* | | | .si | 669 . | |
| No Data Available | Performanc | 1 | | .60 | e e e e e e e e e e e e e e e e e e e | |
| | e:* |] | | 2.00 | | |
| | Enter Enter numerical | | | | | |
| | numerical data for expected data for level of | | | 7/00/07/30 | | |
| | carrent performance in | | | | 1 | |
| | level of this box. | | | 4832 | | |
| | nerformunc | | | | | |
| | e in this box. | | | | | |
| | | | | 144 Sec. | | 1 |
| | | | 57.0 | cn a | 5D.2. | 5D.2. |
| | | 5D.2. | 5D.2. | 5D,2. | DD.2. | 135,2. |
| | | | 18 m | 1 | | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| | | | | | | |
| | | .] | | | 10 | |
| | | | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | | | |
| | | | 3/14 | Control of the contro | 508-84.5 | ri f .// ml |
| | | 1.7 | C41 | Domain or Boostion | Droces Used to Determine Effectiveness of | I EVALUATION FOOL |
| Based on the analysis of | student achievement data, | Anticipated Barrier | Strategy | Person or Position Responsible for | Process Used to Determine Effectiveness of Strategy | Évaluation Tool |
| and reference to "Guidin | ag Ouestions", identify and | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation 1001 |
| and reference to "Guidin define areas in need of im | ng Questions", identify and provement for the following | Anticipated Barrier | | Responsible for | Strategy | |
| and reference to "Guidin define areas in need of im subj | ng Questions", identify and approvement for the following group: | Anticipated Barrier 5E.1. | Strategy 5E.1. | Responsible for | Process Used to Determine Effectiveness of Strategy 5E.1. | 5E.1. |
| and reference to "Guidin define areas in need of im- sub; 5E. Economically Dis | ng Questions", identify and provement for the following group: sadvantaged students | | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subg 5E. Economically Disnot making satisfactor | ng Questions", identify and provement for the following group: sadvantaged students | | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subjects. Economically Disnot making satisfactoreading. | ng Questions", identify and provement for the following group: sadvantaged students ory progress in | | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of | | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subjects. Economically Disnot making satisfactor reading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Level of Performance:* | | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* | | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subjects. Economically Disnot making satisfactor reading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subject to the subject of the | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Level of Performance:* Performance:* Finter Enter numerical | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subject to the subject of the | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Level of Level of Performance:* Performance:* Finter Enter numerical dam for expected | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im subjects. Economically Disnot making satisfactoreading. Reading Goal #5 NA | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Performance:* Finter Innimerical data for expected devel of current for expected devel of current preformance in preformance in preformance in preformance in preformance in the following state of the following sta | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Performance:* Finter Innumerical data for current data for current level of performance in this bux. | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Performance:* Finter Enter numerical data for expected data for evel of current level of performance in this bax. | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Performance:* Finter Innumerical data for current data for current level of performance in this bux. | 5E.1. | 5E.1. | Responsible for Monitoring | Strategy 5E.1. | 5E.1. |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Ferformance e:* Finter Enter numerical data for expected data for current level of performance in this bux. | 5E.1. | | Responsible for Monitoring | Strategy | |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Ferformance e:* Finter Enter numerical data for expected data for current level of performance in this bux. | 5E.1. | 5E.1. | Responsible for Monitoring SE 1 SE.2. | Strategy 5E.1. | 5E.1. |
| and reference to "Guidin define areas in need of im sub; 5E. Economically Dis not making satisfactoreading. Reading Goal #5 | ng Questions", identify and provement for the following group: sadvantaged students ory progress in 2012 2013 Expected Current Level of Performance:* Ferformance e:* Finter Enter numerical data for expected data for current level of performance in this bux. | 5E.1. | 5E.1. | Responsible for Monitoring | Strategy 5E.1. | 5E.1. |

Reading Professional Development

| Prof | essional Devel | lopment (PD) | aligned with Strategies to Please note that each Strategy does no | through Professional I t require a professional developme | Learning Community (PLC) at or PLC activity. | or PD 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 |
| Mimio Teach | 6-12 | Computer | All Teachers | Pre-Planning/Nov 7/Dec 21 | Ongoing assessments/evaluation/student progression plans | Classroom teacher/principal |
| Compass Lab 6-12 | | Compass Lab Facilitator | All teachers | Pre-planning/Nov 7/Dec 21 | Learning path via compass/fcat results | Lab facilitator/principal |
| | | | | Sideath Esteametro | | |

Reading Budget (Insert rows as needed)

| Include only school-based f | unded activities/materials and exclude district funde | ed activities/materials. | | |
|-----------------------------|---|--------------------------|--------|-----------|
| Evidence-based Program(s)/N | Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount | |
| Why Try | Development Training | School based | 1,000 | |
| , <u>,</u> | | | | |
| | 77 | | | Subtotal: |
| Technology | | | | |
| Strategy | Description of Resources | Funding Source | Amount | |
| Compass Lab | Licenses/software updates | School Based | 2,000 | <u>'</u> |
| | | | | |
| | | | | Subtotal: |
| Professional Development | 1 | | | |
| Strategy | Description of Resources | Funding Source | Amount | |

| | · | | | Subtotal: |
|----------|--------------------------|----------------|--------|-----------|
| Other | | | | |
| Strategy | Description of Resources | Funding Source | Amount | |
| | | 25% | | |
| | | | | Subtotal: |
| | , | | | Total: |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

| CELLA Goals | | Problem-Solving Pr | ocess to Increase | e Language Acquisition | <u> </u> |
|--|---------------------|--------------------|---|---|-----------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring proficient in Listening/Speaking. CELLA Goal: N/A 2012 Current Percent of Students Proficient in Listening/Speaking: Enter numerical data for current level of performance in this box. | 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. |
| | | 1.5. | | | | 1 |
| Students read in English at g non-I | rade level text in a manner similar to ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring prof | ficient in Reading. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #2: | 2012 Current Percent of Students Proficient in Reading: | | | | | |
| N/A | Enter numerical data for current level of performance in this box. | | | | | |
| | | | | | | |
| | | 2.2. | 2.2, | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| Students write in English at a | grade level in a manner similar to non- L students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3. Students scoring pro | ficient in Writing. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #3: | 2012 Current Percent of Students Proficient in Writing: | | | | | |
| N/.4 | Enter unmerical data for current level of performance in this hox. | | | | | |
| | | | | | | |
| | | 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) Funding Source Description of Resources Amount Strategy Subtotal: Technology Funding Source Amount Description of Resources Strategy Subtotal: Professional Development Funding Source Amount Description of Resources Strategy

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

End of CELLA Goals

Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | | | Problem-Solvii | ng Process to Increas | se Student Achievement | |
|--|--|---------------------|----------------|--|---|-----------------|
| reference to "Guiding (| f student achievement data, and Questions", identify and define ement for the following group: | Anticipated Barricr | Ştrategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a. FCAT 2.0: Stude Achievement Level 3 Mathematics Goal #1a: | | 18.1. | ia.i. | Ia.1. | 1a.1. | la.I. |
| goal in this box. | Enter numerical data for current data for expected level of level of performance in this box. | | | | | |
| | | 1a.2. | 1a.2. | 1a.2. | 1a.2. | 1a.2. |

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

| ZUIZ ZUIS SCHO | I | | ` ' | | | | |
|--|---------------------------------|-------------------------------|---------------------|----------|--|---|-----------------|
| | | | | | | | |
| | | | la.3. | la.3. | 1a.3. | 1a.3. | 1a.3. |
| | | | | | | | |
| | | | | | | | |
| | | <u></u> | | | 11. 1. 8 | 1b,1. | 1b.1. |
| 1b. Florida Alternat | te Assessment: | : Students | 1b.1. | 1b.1. | 10,1, | 10,1. | 10.11 |
| scoring at Levels 4, | 5, and 6 in ma | thematics. | | <u>.</u> | | · | |
| Mathematics Goal | | 2013 Expected | | | | | |
| <u>ш11.</u> | Level of E Performance:* | _evel of erformance:* | | 480 | | , | |
| | Enter numerical I | | _ | | ``` | | |
| and in this hav | data for current la | lata for expected | | | N. | : | |
| <u>"</u> | level of a lorger formance in t | evel of performance in | | | | | |
| | this box. | his box. | | | n postanti | | |
| | | | 1b.2. | 1b.2. | 16.2. | 1b.2.% | 1b.2. |
| | · | · · | | | | | |
| | | | 1b.3. | lb.3. | 1b.3. | 1b.3. | 1 b.3. |
| | | | | | | | |
| | | | 1 | | | | |
| Based on the analysis of | of student achiever | nent data, and | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of | Evaluation Tool |
| reference to "Guiding areas in need of impro- | Questions", identi | fy and define | | | . for Monitoring | Strategy | |
| 2a. FCAT 2.0: Stude | | | 2a.1. | 2a.1. | 2a.1. | 2a.1. | 2a.1. |
| Achievement Levels | e 4 and 5 in ma | athematics. | | | | | |
| · | | | | | | | |
| Mathematics Goal | 2012 Current Level of | 2013 Expected Level of | | | | | |
| #2a: | Performance:* | Performance:* | | | | | |
| Enter narrative for the | Enter numerical | Enter numerical | į į | | | | |
| goal in this box. | data for current level of | data for expected level of | d | | | | |
| | performance in | performance in | | | | | |
| | this box. | this box. | | | | | |
| | | <u> </u> | 2a,2. | 240 | 2a.2. | 2a.2. | 2a.2. |
| | | | La.L. | | , | | |
| | | ٠ | | | | | |
| ĺ | | | **** | | | | |
| l | | | | | lo a | la. a | 2a.3 |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | |
| | | | 2a.3 | 2a.3 | 2a.3 | 28.3 | |

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

20

| | 1 | | | | | |
|---|--|--------------------------|--------------------------------|--------------------------------|---------------------------|-----------------|
| Ob Elevisle Alternat | e Assessment: Students | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2ь.1. |
| zo. Fiorida Aiternat | e Assessment, Sudents | [| - | | | |
| scoring at or above I | Level 7 in mathematics. | • | | | | |
| Mathematics Goal | 2012 Current 2013 Expecte | - | | milio | | |
| | Level of Level of | = | | | | |
| #2b: | Performance:* Performance: | • | | | | į |
| For the second section of the second | Enter numerical Enter numeric | ol. | | | | |
| Enter narrative for the goal in this box. | data for current data for expec | rea | , | | | |
| gout in this onx. | level of level of | | 4 | | | |
| | performance in performance i | 7 | | (40 m) | | |
| | this box. this box. | | | | 1 | |
| | | | | | | 01.0 |
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |
| | | • | | | | |
| | | | | | | |
| | | | | | | |
| | The state of the s | 2b.3 | 2b.3 | 2bi3 | 2b.3 | 2b.3 |
| | | | | | | |
| | 1 (4) (環(4)) | | | | i e | |
| | r. | | Ala. | | | |
| | | A state of a firm during | Contain | Person or Position Responsible | Process Used to Determine | Evaluation Tool |
| Based on the analysis o | f student achievement data, and Questions", identify and define | Anticipated Barrier | Strategy | for Monitoring | Effectiveness of | Evaluation 2001 |
| green in need of improv | ement for the following group: | | | | Strategy | |
| | | φ 3a.1. | 3a.1. | 3a,1. | 3a.1. | 3a.1. |
| | ntage of students makin | g Ja. 1. | | | | |
| Learning Gains in m | nathematics. | | | | | |
|) () () () | 2012 Current 2013 Expecte | 4 | | | | |
| Mathematics Goal | Level of Level of | ¥ | | İ | | |
| #3a: | Performance:* Performance: | * | | , | | |
| | Enter numerical Enter numeric | 200000000 | | | | |
| Enter narrative for the goal in this box. | data for current data for expec | tea | | | | |
| goat in this oox. | level of level of | | | | | |
| | performance in performance i | $u = \frac{\pi}{2}$ | | | | |
| Ì | this box. this box. | | | | · | |
| | h i | | | | | |
| | 1 | | | | | |
| | | 700000 | 925 | 2 2 | 2- 3 | 3a.2. |
| ĺ | | За.2. | 3a.2. | 3a.2. | 3a.2. | .3a.L. |
| | | | 7. 98 (8 × 2) 1. 18 (8 × 2) | | İ | |
| | | `*** | | 1 | | |
| | | | | | | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a3. | 3a.3. |
| | | | | | | |
| 1 | | | 1 | | | |
| | | | | | | |
| | | | | | | |

| | | 121. 1 | 3b.1. | 3b.1. | 3b.1. | 3b.1. |
|---|--|---------------------------------------|--------------|--------------------------------|---------------------------|-----------------|
| 3b. Florida Alternat | e Assessment: Percentage | 30.1. | 30.1. | | 36.1. | |
| of students making I | Learning Gains in | | - | | | l |
| mathematics. | | | | | | ! |
| Mathematics Goal | 2012 Current 2013 Expected | | | da. | 1 | |
| #3b: | Level of Level of | | | | | |
| <u></u> | Performance:* Performance:* | | | | | |
| Enter narrative for the | Enter numerical Enter numerical | | | | | [|
| goal in this box. | data for current data for expected level of level of | | | | ĺ | |
| | performance in performance in | | (€ | | | |
| | this box. this box. | | // /\ | | | |
| | 1 | | 2600 | | | |
| | | | | | | |
| | | 3ъ.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | 30.2. | | in. | | ! . |
| | 1 | | | · | | |
| | | | | | 3b,3% | 3b.3. |
| | | 3b.3. | 3b.3. | 363. | 35,3% | 56.3. |
| - | | | | | | |
| | | | | | | |
| Based on the analysis o | f student achievement data, and | Anticipated Barrier | Strategy | Person or Position Responsible | Process Used to Determine | Evaluation Tool |
| reference to "Guiding | Ouestions", identify and define | | | for Monitoring | Effectiveness of | |
| areas in need of improv | rement for the following group: | | | | Strategy | |
| 4a. FCAT 2.0: Perce | ntage of students in | 4a.1. | 4a.1. | 4a.1 | 4a.1. | 4a.1. |
| Lowest 25% making | learning gains in | | | | | |
| mathematics. | , routining Branch and | | | | · | |
| | 2012 Current 2013 Expected | | | | | |
| Mathematics Goal | Level of Level of | CACAC. | | | | |
| #4 <u>a:</u> | Performance:* Performance:* | | | | | |
| Enter narrative for the | Enter numerical Enter numerical | | | | | |
| goal in this box. | data for current data for expected | | | | | |
| 5,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | level of level of | | | | | |
| | performance in performance in this box. | | | | | |
| | THE ODE. | | | ! | | |
| | Ţ. | | | | | |
| | | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 11.4 11.4 | | 4-0 | 4a.2. |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 74.2. |
| 1 | | | 801 A | | | |
| | | | | | | |
| | | 4a,3 | 4a.3. | 4a.3. | 4a.3. | 4a,3. |
| | | 1.2.5 | | | | |
| 1 | | | 1 | 1 | | 1 |
| | | | | 1 | 1 | E. |
| | | | | | | |

| | | | | | 4b.1. | 4b.1. | 4b.1. | |
|---------------------------|----------------------------------|--------------------------------------|---|--|--|---|--------------|-----------|
| 4b. Florida Alterna | te Assessment | : Percentage | 46.1. | 4b.1. | 40.1. | 40.1. | 70.11 | |
| of students in Lowe | st 25% makin | g learning | | | | | | |
| gains in mathematic | | | | | | | | |
| Mathematics Goal | 2012 Current | 2013 Expected | ,, | | . % | 5 | | |
| #4b: | Level of | Level of Performance:* | | | | | | |
| | Performance:* | | <u> </u> | | | | | |
| Enter narrative for the | Enter numerical data for current | Enter numerical data for expected | | | | | | |
| goal in this box. | level of | level of | | | | | | |
| | performance in | nerformance in | | | | | | 1 |
| | this hox. | this box. | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 1 |
| | | . V. | | | | De. | | |
| | | | | | | | | |
| | 7 | | | | | | | |
| | | 4 3 4 | | | | | | |
| | | 2 - 1 | 4b.3 | 4b.3. | 4b.3, | 4b.3. | 4b.3. | |
| | - | £97 | | | | | | |
| | | | | | | | | |
| Based on Ambitious bu | t Achievable Ann | ual Measurable | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| Objectives (AMOs), F | Reading and Mai | th Performance | | | | | ' | |
| Target | | | | | *************************************** | | | |
| 5A. Ambitious but | Baseline data : | 2010-2011 | 8.8 | | 7323 | 1 | l I | İ |
| Achievable | | | | | | | | |
| Annual | | | | | | | | |
| Measurable | | | A A A A A A A A A A A A A A A A A A A | | | | 1 | |
| Objectives | | ÷. | | | | | | |
| (AMOs). In six | | | 1000 | | | | | |
| year school will | | A Agent | | | | |] | |
| reduce their | . ** | - 1- 1- 1 | | | | | 1 | |
| achievement gap | . | 2 | | | | |] | |
| by 50%. | <u> </u> | N |] | | | | | |
| Mathematics Goal # | 5A: | | | | | | | |
| | | | 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - | | | 1 | [] | |
| Enter narrative for the g | oal in this box. | | | | | | 1 | |
| | | | | | | | , | |
| | | | | | | 1 | ļ | |
| | | | | | | P Uda Data-i | Evelue | ion Tool |
| Based on the analysis | of student achieve | ment data, and | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of | Evaitat | |
| reference to "Guiding | Questions", ident | ify and define | | | TOL IMPOUNDING | Strategy | | |
| areas in need of improv | ement for the folic | wurd großtorb: | 1 | The second secon | <u> </u> | | <u></u> | |

| | | | | | | cn 1 | 5B.1. |
|-----------------------------|--------------------|--|---------------------------------------|-----------|--|---------------------------|-----------------|
| 5B. Student subgrou | ps by ethnic | ity (White, | | 5B.1. | 5B.1. | 5B.1. | BB.11 |
| Black, Hispanic, Asia | n. American | Indian) not | White: | | | | |
| making satisfactory | nrogress in t | nathematics. | Black: Hispanic: | | | | 1 |
| Making satisfactory | | 2013 Expected | Asian: | | | | |
| Mathematics Goal | | Level of | American Indian: | | 180 m. | • | |
| #5B: | Performance:* | Performance:* | Parietical Liesan | | | | į |
| ļ | | | -[| | | | |
| Enter narrative for the | Enter | Enter numerical dam for expected | | | | | |
| goal in this box. | | level of | 1 | | | | |
|] | level of | performance in | | i i | | | |
| | performance in | this hox. | | . iku | | | |
| | | White: | | | 74 | | |
| | White: | Black: Hispanic: | | | | | |
| | Hispanic: | Asian: | 1 | | | | 1 |
| | Asian: | American Indian: | | | | | . 1 |
| 1 | American | | 1 | | | ** | |
| | Indian: | | | X-1 | | 1 | rn o |
| | | | 5B.2. | 5B.2. | 5B:2. | 5B.2 | 5B.2. |
| | | | | | c 10 00 00 00 00 00 00 00 00 00 00 00 00 | 5B.3. | 5B.3. |
| | | | 5B.3. | 5B.3. | 5B:3, | DB.3. | J.J. |
| | | - 1 | | 100 | | | |
| Based on the analysis of | Estadont pobiose | mant data and | Anticipated Barrier | Strategy | Person or Position Responsible | Process Used to Determine | Evaluation Tool |
| reference to "Guiding (| Duestions" ident | tify and define | Tateoppined Datato | | for Monitoring | Effectiveness of | |
| areas in need of improve | nent for the follo | owing subgroup: | | | | Strategy | |
| 5C. English Languag | | | 5C.1. | 5C.1 | 5C.1. | 5C.1. | 5C.1. |
| oc. English Langua | ge Learners | (EDD) not | | 170 | | · | |
| making satisfactory | progress in i | mathematics. | 4 | 7.9 | | | |
| Mathematics Goal | Level of | 2013 Expected Level of | | | | | |
| <u>#5C:</u> | Performance: | * Performance:* | £396000 | | | | |
| 1 | | | \mathbb{H} | | | | 1 |
| Enter narrative for the got | al Enter | Enter numerical a data for expected | | | | | |
| in this box. | tor curvent | level of | | | | | |
| | tevel of | nerformance in | | | | | |
| | performance i | in this box. | | - Table 1 | | | |
| į. | this box. | ** | ¶m N | | | | |
| | - | <u> </u> | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | | | | 50.3 |
| | | | 5C.2. | 5©,2. | 5C.2. | 5C.2. | 5C.2. |
| | | | | | 1 | | |
| | | | | 896 | 50.3 | 5C.3. | 5C.3. |
| | | | 5C.3. | 5@:3. | 5C.3. | 30.3. | 1 |
| | 1 | | *** | | 1 | | |
| | 1 | | | | | | |
| Based on the analysis o | f student achieve | ement data, and | Anticipated Barrier | Strategy | Person or Position Responsible | Process Used to Determine | Evaluation Tool |
| reference to "Guiding | Questions", iden | tify and define | | | for Monitoring | Effectiveness of | |
| areas in need of improve | Con the fall | and a subarana | | 1 | 1 | Strategy | 1 |
| areas in need of improve | ment for the for | owing subgroup: | | | <u> </u> | | |

| | 1.000 | 77) | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |
|---|--|--|---------------------|-------------------|--|----------------------------------|------------------------|
| 5D. Students with Dis | abilities (SV | 20, 200 | 50.1. | 52.4. | | | l |
| making satisfactory p | rogress in m | atnematics. | | | | | |
| ITIALITOTITICION COUL | 2012 Current Level of | 2013 Expected Level of | | | | | |
| | | Performance:* | | | Alia. | | |
| 1 1 | | Enter numerical | | | | | |
| Enter narrative for the goal in this box. | ismer numericui data for curvent | data for expected | | | | | |
| gour in into oo.u | level of | level of | | | | | |
| | | performance in this box. | | | | | |
| 1 | this box. | eaus pox. | İ | | | | } |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | : | |
| | | l | (T) 2 | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | l | | 5D.2. | DD.2. | 32.2. | | |
| | l | | 5D.3. | 5D.3 | 5D ₃ 3, | 5D.3% | 5D.3. |
| | l | | | | | | |
| | | | | | | | |
| } | i | | li . | l National Action | | | |
| 1 1 | 1 | | | | 1 30000 | | |
| D. J. the archeig of | atudant achiever | nent data and | Anticinated Barrier | Strategy | Person or Position Responsible | Process Used to Determine | Evaluation Tool |
| Based on the analysis of | student achiever | nent data, and fy and define | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Effectiveness of | Evaluation Tool |
| reference to "Guiding O | uestions", identi | fy and define | Anticipated Barrier | Strategy | | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem | uestions", identi ent for the follo | fy and define wing subgroup: | | Strategy 5E | | Effectiveness of | Evaluation Tool 5E.1. |
| reference to "Guiding Quareas in need of improvem 5E. Economically Dis | uestions", identi nent for the follo- advantaged | fy and define wing subgroup: students not | | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p | uestions", identi ient for the follo- advantaged progress in n | fy and define wing subgroup: students not nathematics. | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal | uestions", identi ient for the follow advantaged progress in m | fy and define wing subgroup: students not nathematics. | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p | uestions", identi ient for the follo- advantaged progress in n | fy and define wing subgroup: students not nathematics. 2013 Expected Level of | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: | nuestions", identi- nent for the followard advantaged or ogress in m 2012 Current Level of Performance:* | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal | nuestions", identi- nent for the followard advantaged or ogress in m 2012 Current Level of Performance:* Enter numerical data for current | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and the followard for current level of the followard for current level of the followard for current fevel of the followard for current fevel of the followard for current fevel of the followard for current fevel of the followard for the followard for current fevel of the followard for the fo | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter t numerical data for expected. | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* Il Enter to numerical data for expected level of level of | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and the followard for current level of the followard for current level of the followard for current fevel of the followard for current fevel of the followard for current fevel of the followard for current fevel of the followard for the followard for current fevel of the followard for the fo | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter t numerical data for expected. | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter the machine of the forest of performance in performance in the control of the contro | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter the machine of the forest of performance in performance in the control of the contro | 5E.1. | | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter the machine of the forest of performance in performance in the control of the contro | 5E.1. | 5 <u>E</u> .1 | for Monitoring 5E.1. | Effectiveness of Strategy 5E.1. | 5E.1. |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter the machine of the forest of performance in performance in the control of the contro | 5E.1. | 5 <u>E</u> .1 | for Monitoring | Effectiveness of Strategy | |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathematics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter the machine of the forest of performance in performance in the control of the contro | 5E.1. | 5E.2 | for Monitoring 5E.1. 5E.2. | Effectiveness of Strategy 5E.1. | 5E.1. |
| reference to "Guiding Q areas in need of improvem 5E. Economically Dis making satisfactory p Mathernatics Goal #5E: Enter narrative for the goal | nuestions", identi- nent for the followard advantaged or ogress in magnetic state of the followard and follower of the followard of the follow | fy and define wing subgroup: students not nathematics. 2013 Expected Level of Performance:* If Enter the machine of the forest of performance in performance in the control of the contro | 5E.1. | 5 <u>E</u> .1 | for Monitoring 5E.1. | Effectiveness of Strategy 5E.1. | 5E.1. |

End of Elementary School Mathematics Goals