

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

WESTCHASE ELEMENTARY SCHOOL

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Westchase Elementary School	District Name: Hillsborough County
Principal: Scott Weaver	Superintendent: Mary Ellen Elia
SAC Chair: Shelley Serra and Kevin Moon	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 Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Scott Weaver	BS in Education (1-6) MEd ESOL School Principal	4	8	11-12: A 10-11: A; 100% AYP 09-10: A; 100% AYP
Assistant Principal	Cori Pecoraro	BS in Education (1-6) Med ESOL	2	1	11-12: A 10-11: A; 100% AYP

Highly Qualified Instructional Coaches

List your school’s highly qualified 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	Deanee Miller	BS Elementary Ed MS Reading and Literacy ESOL Endorsement	1	8	11-12: A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. Recruitment Fairs	Principal	Ongoing	
3. Opportunities for teacher leadership	Principal	Ongoing	
4. School-based teacher recognition system	Principal	Ongoing	
5. Regular time for teacher collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

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

Staff Demographics

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

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
82	2% (2)	17% (14)	(48%) 39	(33%) 27	(43%) 35	(100%) 82	(5%) 4	(17%) 14	(63%) 52

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
Tina Aponte	Phyllis Giles, Elizabeth Sturgill, Terry Wright, Hillary Trupp, Kelly Thorn	EET	Best Practices

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

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

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
<p>Identify the school-based MTSS Leadership Team.</p> <p>Principal, Assistant Principal, Guidance Counselor, School Psychologist, Reading Coach, ESE teachers, Speech and Language Therapist, SAC Chair</p>
<p>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?</p> <p>The MTSS Leadership Team is the main leadership team at our school. The MTSS Leadership Team meets about three times a month. The goals of the team are to:</p> <ul style="list-style-type: none"> -oversee the multi-layered model for service delivery -recommend, coordinate and implement supplemental services -create, manage, and update the school resource map -determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

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

- determine professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- review and interpret student data
- organize and support systematic data collection as needed

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

The chair of the SAC is a member of the MTSS Leadership Team. The MTSS Leadership Team and SAC were involved in the SIP development. The MTSS Leadership Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using the gathered data, the team will monitor the data and make progress statements, as related to the SIP goals. The MTSS Leadership will report these findings to the school PLCs and the SAC. PLCs will periodically report their efforts in implementing the SIP goals to the MTSS Leadership Team.

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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach
Baseline and Midyear District Assessments	Scantron Achievement Series Electronic Data Wall	Leadership Team/Reading Coach
FAIR	Progress Monitoring and Reporting Network Electronic Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	Assistant Principal
DRA-2	School Generated Excel Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 & 3)

Data Source	Database	Person (s) Responsible for Monitoring
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

Professional development sessions will occur during faculty meeting times.

Describe plan to support MTSS.

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

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Principal, Assistant Principal, Guidance Counselor, School Psychologist, Reading Coach, ESE teachers, Speech and Language Therapist, and SAC Chair
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Meeting will be held quarterly to analyze data and evaluate progress towards meeting SIP goals.
What will be the major initiatives of the LLT this year?
Providing support to new teachers and long-term substitutes in order to ensure instructional momentum and focus.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teachers need assistance with data collection; teachers have limited planning time.	1.1. Students’ reading comprehension will improve through the implementation of a 30-minute regrouping of instruction period, called Prepare to Win . During Prepare to Win, all levels of students will be regrouped, based on student needs. Students will attend an Enrichment, On-Level, Supplemental or Intensive Reading Class, based on student data and teacher recommendation. Action Steps: See Grade Level Action Plans housed at the school site.	1.1. Who Members of the PSL Team How Teachers will use school-based attendance and progress monitoring sheets. These sheets will be available to PSL Team members on a daily basis. Teachers with Intensive students will collect data weekly; Supplemental groups will collect data every other week; on level and enrichment teachers will discuss student progress on long-term projects at monthly PLC meetings.	1.1. Teachers discuss data in monthly PLC meetings. PSL Team members attend PLC meetings and gather pertinent information. PSL Team members meet two to three times a month to discuss student performance.	1.1. FAIR on-going progress monitoring in comprehension easyCBM assessments
<u>Reading Goal #1:</u> In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Reading test will increase from 89% to 92%.	<u>2012 Current Level of Performance:*</u> 89%	<u>2013 Expected Level of Performance:*</u> 92%					
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Reading Goal #2:</u> In grades 3-5 the percentage of	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.

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

students scoring a Level 4 or higher on the 2013 FCAT 2.0 Reading test will increase from 67% to 70%.	67%	70%					
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 77 points to 80 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.
	77 pts.	80 pts.					
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 86 points to 89 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.
	86 pts.	89 pts.					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

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
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
Reading Goal #5A: All student subgroups by ethnicity made satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:						
			5A.2.	5A.2	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: All Economically Disadvantaged students made satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: All ELL students made satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: All SWD students made satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Reading Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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
easyCBM	K-5	Michele Durrance	All Intensive and Supplemental PTW Teachers	September 27, 2012	Meet with teachers during PLC meetings	PSL Team Members

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Teachers need assistance with data collection; teachers have limited planning time.	1.1. Students' math computation will improve through the implementation of a 30-minute regrouping of instruction period, called Prepare to Win . During Prepare to Win, all levels of students will be regrouped, based on student needs. Students will attend an Enrichment, On-Level, Supplemental or Intensive Math Class, based on student data and teacher recommendation. Action Steps: See Grade Level Action Plans housed at the school site.	1.1. Who Members of the PSL Team How Teachers will use school-based attendance and progress monitoring sheets. These sheets will be available to PSL Team members on a daily basis. Teachers with Intensive students will collect data weekly; Supplemental groups will collect data every other week; on level and enrichment teachers will discuss student progress on long-term projects at monthly PLC meetings.	1.1. Teachers discuss data in monthly PLC meetings. PSL Team members attend PLC meetings and gather pertinent information. PSL Team members meet two to three times a month to discuss student performance.	1.1. District Assessments Go Math Chapter Assessments easyCBM assessments
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Mathematics test will increase from 89% to 92%.	89%	92%					
			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	Fidelity Check	Strategy Data Check	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			3.1. See Goal 1.	3.1. See Goal 1.	3.1. See Goal 1.	3.1. See Goal 1.	3.1. See Goal 1.
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5 the percentage of students scoring a Level 4 or higher on the 2013 FCAT 2.0 Mathematics test will increase	66%	69%					

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

from 66% to 69%.							
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT 2.0 Mathematics Test will increase from 86 points to 89 points.	2012 Current Level of Performance:* 86 pts.	2013 Expected Level of Performance:* 89 pts.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Mathematics Test will increase from 79 points to 82 points.	2012 Current Level of Performance:* 79 pts.	2013 Expected Level of Performance:* 82 pts.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.

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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
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
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Math Goal #5:</u>								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics <u>Reading Goal #5A:</u> All student subgroups by ethnicity made satisfactory progress in math.			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.	
	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> Enter narrative for the goal in this box.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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

			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u> All ELL students made satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u> All SWD students made satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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

		5D.3	5D.3	5D.3	5D.3	5D.3
--	--	------	------	------	------	------

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology.	1.1. Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, scientific processes and laboratory experiences. <u>Action Steps:</u> Teachers will work in PLC meetings to create appropriate lesson plans that incorporate challenging science concepts, with a heavy emphasis on laboratory experiences. The PLC notes will be housed in the SIP Action Plan binder.	1.3 <u>Who</u> Principal AP Science Contact Person <u>How Monitored</u> PLC logs	1.3 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use assessment data from various sources to drive instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.3 <u>2x per year</u> District-level baseline and mid-year tests <u>During the Grading Period</u> -Unit assessments
<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Science test will increase from 83% to 86%.	83%	86%					
			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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT 2.0 Science test will increase from 44% to 47%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.	See Goal 1.
	44%	47%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps Teachers will use the Plan-Do-Check-Act Model to create efficient lesson plans that align with the district initiative of mode-based writing. Teachers will meet in PLCs to discuss monthly writing scores and brainstorm ways to improve students' writing skills. PLC will write smart goals for each monthly demand writing activity and share results with the PSL Team. Teachers that have not been trained in scoring student writing will be trained by December 2012.	Who Principal AP PLC PSL Team How Monitored -PLC logs -Classroom walk-throughs Observation Form	Monthly demand write scores will drive monthly SMART goals. Goals and results are shared at PSL Team meetings. AP will provide additional support to those teachers who have not been trained in rubric scoring.	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grade 4, the percentage of students scoring a Level 3.0 or higher on the 2013 FCAT 2.0 Writing test will remain at 100%.	95%	100%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts 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
				On line schedule		

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

Mode Based Writing	4 th grade	Cori Pecararo	4 th grade PLC		Monthly review of demand writes scores	PSL Team
Rubric Training	4 th grade	Cori Pecararo	4 th grade PLC	December 2012	PDS reports	Cori Pecararo

End of Writing Goals

Attendance Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1 -Attendance needs to be part of the PSL Team meeting discussions on a regular basis throughout the school year.	1.1 Tier 1 The PSL Team will review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The PSL Team will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710).	1.1 PSL Team will keep a log and notes that will be reviewed on a monthly basis and shared with faculty.	1.1 PSL Team will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. The attendance rate will increase from 96.58% in 2011-2012 to 97.5% in 2012-2013.	96.58	97.5					
2. The attendance rate will increase from 96.58% in 2011-2012 to 97.5% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%	<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>					
	17	15					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will remain at 0.	<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>					
	0	0					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1 Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.1 Identify and implement Mentoring Program.	1.1 <u>Who</u> Guidance Counselor PSL Team	1.1 Data reports from EdLine	1.1 Quarterly Suspension Data Reports
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	9	7					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	9	7					
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	5	3					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	5	3					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

End of Suspension Goals

Health and Fitness 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1. Principal	1. Classroom walk-throughs Class schedules	1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.	1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 76% on the Pretest to 86% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	76%	86%					
			1.2.	2. Health and physical activity initiatives developed and implemented by the Principal's designee.	2. Principal's designee.	2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor	3. Physical Education Teacher	3. Lesson plans of Physical Education Teacher	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

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

			activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.			
--	--	--	---	--	--	--

Health and Fitness 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

Continuous Improvement 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Teachers are not aware of what is happening in other classrooms.	1.1. Going for the Gold teacher recognition program: -Teachers will fill out slips to recognize each other and drop slips in box in front office -Two names are drawn out each week at faculty meeting -Slips are read to staff and recognized staff member is awarded a Champions Trophy to display in classroom for the week.	1.1. Principal and AP will monitor program.	1.1.	1.1.
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator “The school has a culture of collegiality and trust (4D)” will increase from 59.7% in 2012 to 70% in 2013.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	59.7%	70%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement 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

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

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

					effectiveness of strategy?	
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 41% to 45%.	2012 Current Percent of Students Proficient in Listening/Speaking:	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.
	41%					
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 42% to 46%.	2012 Current Percent of Students Proficient in Reading :	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.
	42%					
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 47% to 51%.	2012 Current Percent of Students Proficient in Writing :	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.	See Reading Goals 1, 2, 3, and 4.
	47%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: N/A	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>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Implement/expand inquiry-based experiences for students in math and science through the 5E model	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs.	1.1 PLC Logs to reflect STEM initiatives	1.1 Administrative walk-throughs	1.1 Log of quarterly STEM projects/activities in classrooms
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					

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

CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities during the 2012-2013 school year.	1.1.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1.	1.1.	1.1. Log of CTE special speakers
	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

End of CTE Goal(s)

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	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes **X** No

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

The school will continue to work towards balancing both the ethnicity and non-school board employees of the School Advisory Council to reach compliance.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goals 1-4	Books for Common Core Standards Implementation – 5 th Grade	\$854.41	
Science Goals 1-2	Various Science Tools and Materials – 1 st Grade	\$371.77	
Reading Goals 3-4	Prepare to Win Materials for Supplemental Groups – 3 rd Grade	\$158.70	
Reading Goal 2	Wordly Wise Book 6 - student books and teacher’s edition – 5 th Grade	\$239.60	
Reading Goal 2	Microphone Headsets - AGP	\$149.85	
Reading Goals 1-4	Listening Libraries – 1 st Grade	\$370.00	
Reading Goals 1-4	Listening Library CD Players – 1 st Grade	\$85.00	

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

Reading Goals 1-4	Books for Common Core Standards Implementation – 3 rd Grade	\$329.75	
Final Amount Spent			