FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Springwood Elementary	District Name: Leon County Public Schools
Principal: Christopher Small	Superintendent: Jackie Pons
SAC Chair: Angela McKenzie-Jakes	Date of School Board Approval:

Student Achievement Data:

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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.)
Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Christopher Small	BA Political Science MPA – Public Policy and Administration PhD – Educational Leadership and Policy Educational Leadership Certification Math 5 – 9 Certification ESOL Endorsement	1	5	Nims Middle School – Assistant Principal • 11-12, D, did not meet AYP • 10-11, C, did not meet AYP • 09-10, F, did not meet AYP Nims Middle School – Academic Coach • 08-09, D, did not meet AYP • 07-08, C, did not meet AYP Jefferson Elementary School- Dean of Students • 06-07, C, did not meet AYP • 05-06, C, did not meet AYP
Assistant Principal	Tina Austin	BS Psychology MS Guidance and Counseling Elementary Education K-6 Educational Leadership Certification ESOL endorsement	4	5	Springwood Elementary- Assistant Principal • 11-12, C, did not meet AYP • 10-11, B, did not meet AYP • 09-10, C, did not meet AYP Amos P. Godby High School- Assistant Principal • 08-09, F, did not meet AYP Springwood Elementary-Counselor • 07-08, C, did not meet AYP • 06-07, B, did not meet AYP

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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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Elementary Education Reading	Julie Olsen	B. A M. Ed Certification in Elementary Education Reading endorsement	2	2	Springwood Elementary- AP • 11-12, C, did not meet AYP • 10-11, B, did not meet AYP

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. Only highly qualified teachers are considered for employment and hired. We receive more than an adequate number of applications and only those who are highly qualified are interviewed.	Principal	Ongoing	
2. Teachers participate in the district meetings/trainings on effective teaching methods and curriculum. We have ongoing training for teachers during faculty meetings and grade level meetings.	Principal, AP	Monthly, Ongoing	
3. Lesson Study Teams will be formed in order to prepare, evaluate, and modify best practices for explicit instruction of content.	Leadership Team	Ongoing	
4. School literacy plan and decision trees will be used to develop student and teacher understandings of progress monitoring and	Reading Coach	October, Ongoing discussion and updating	

data-based decision making.			

Non-Highly Qualified Instructors N/A
List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	5% (2)	37% (16)	16% (7)	42% (18)	23.26% (10)	100% (44)	13.95% (6)	9.30% (4)	34.88% (15)

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
Jessica Baker	Ashley Lenfest	The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement.	Lesson plans assistance, iObservation evaluation process, modeling lesson implementation activities, staff handbook, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee

Pam Brasher	Elizabeth Thomas	The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement.	Lesson plans assistance, iObservation evaluation process, modeling lesson implementation activities, staff handbook, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee
Roslyn Winston	Ashley Roshenberg	The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement.	Lesson plans assistance, iObservation evaluation process, modeling lesson implementation activities, staff handbook, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee
Erin Richardson	Samantha Sklar	The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement.	Lesson plans assistance, iObservation evaluation process, modeling lesson implementation activities, staff handbook, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee

Additional Requirements

Coordination and Integration-Title I Schools Only N/A

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

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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

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RTI Leadership Team Christopher Small, **Principal**- Provides vision, ensures that the school based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI. Tina Austin, **Assistant Principal**-Attends all RTI meetings, consults with the referral coordinator to ensure deadlines are met and all student needs are being met. Coordinates with the school psychologist, program specialist, and social worker to meet student needs, collaborates with teachers regarding fidelity checks of implementation of curriculum. Julie Olsen, **Reading Coach**- Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. The reading coach is scheduled to be at Springwood on the same day that the RTI team meets. She will also help review individual professional development plans to determine areas of need for staff development.

Rebecca Wert, **Referral Coordinator**-Organizes the RTI Meetings, the referral process, and gathers all necessary documentation for RTI meetings. She also assists teachers with suggested strategies to meet student needs, and assists parents needing additional interventions to assist their children.

Robin Petrick, **Program Specialist**-Participates in the collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem solving activities.

Katie Allison, **School Psychologist**-Participates in student data collection, evaluation, interpretation and analysis of data: facilitate implementation of intervention plans. Provide professional development and technical assistance for problem-solving activities for teachers and students needing additional interventions.

Sealey Gutierrez, **School Social Worker**-participates in providing resources for parents and students needing additional services to meet their needs
ESE teachers (Varying exceptionalities, speech, gifted, resource, consultation)-Provide information about intervention instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.

General Education teacher-One representative from each grade level provides information regarding core instruction, participates in student data collection, and collaborates with other staff and parents to ensure implementation of Tier 1, 2, and 3 instruction and support.

Parent Representative- Provides a critical role in the student's support network, and in providing additional, significant information about the student.

Student Representative- Participation of the student at Springwood encourages "buy-in" of the intervention plan and supports continuous feedback on progress.

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

The school RTI Team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team will meet once a week on Mondays. Examples of activities during weekly meetings include reviewing student progress monitoring data and discussing strategies that best meet student needs. The review of data will help determine students in need of additional interventions. Based on the evaluation of data and identification of student needs, the team will identify professional development needed, student resources and teacher resources needed.

Describe the role of the school-based RTI 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 RTI Team met to develop goals and expectations for the 2012-2013 school year and determined the level of training needed for our current staff members. The goals of the 2012-2013 RTI Team were used to develop the goals of the Springwood Elementary School Improvement Plan. The RTI team helps the instructors determine the most appropriate interventions to use based on the specific needs of the student. Accountability is critical to ensure that the RTI plan is carried out appropriately and that progress is monitored on a continuous basis.

The school-based RTI Leadership team collaborates with the "grade level teams", in which the greatest emphasis is placed. The core academic teachers, guidance counselor and other support personnel (reading specialist, speech teacher, school psychologist, etc.) who work on these teams enable the RTI process to be much more effective by improving:
   a.) opportunities for communication of critical information for students;

b.) potential for sharing of instructional practices across teachers and disciplines;

c.) ability to create a complete "picture" of the student's strengths and weaknesses since multiple teacher perspectives are taken into account;

d.) planning and coordination of collaborative resources to address the student's needs, as well as teacher support; opportunities to build stronger interpersonal relationships with individual students.

RtI 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.

Each teacher will be responsible for maintaining a progress monitoring Data Sheet for each student promoted with interventions, students not mastering benchmark assessments, and students in need of behavioral interventions. Teachers must target very specific student interventions based on the student's academic and behavioral needs.

Baseline data is obtained through the FAIR / AimsWeb assessments and previous years test information. The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN).

Reading: Corrective Reading (tracks student decoding)
                Imagine It! (monitors student comprehension)
                Successmaker (monitors next generation reading standards)
                Data Director mini-assessments
                Early Interventions in Reading
                Language for Learning
             Reading Mastery

Mathematics: Successmaker (monitors next generation math standards)
                Go Math!
                Corrective Math
                Buckle Down Series
                Data Director mini-assessments

Science: FCAT Explorer (measures next generation science standards)
                Brain Pop (interactive learning software)
                Gizmo (interactive learning software)
                Data Director mini-assessments

Writing: Writes Upon Request (measures comprehension and knowledge of the writing process)

Behavior: Behavior Tracking Forms (school wide pre-referral tracking with interventions/Tier 1)

Educator Handbook (school wide referral tracking system with interventions/Tiers 2 and 3) School-wide Discipline Plan

Describe the plan to train staff on RTI. Teachers will receive refresher training this year regarding RTI at the September faculty meeting and then follow up information at their grade level meeting in September. Tier 2 activities will be implemented for students promoted with interventions and students needing additional interventions based on the progress monitoring information. If students need additional interventions beyond Tier 2, the teacher and the RTI team will determine the level of interventions and the specific type of intervention needed. Grade level meetings will also be utilized for those grade levels needing additional assistance in specific areas of need.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). C. Rodriguez C. Owen R Winston N. Jordan A. Turner D. Rouix L. Snyder S. Johnson
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet monthly or as needed to ensure that SIP goals are being implemented and to plan workshop/school-wide activities for the month. This team will make school wide

decisions regarding reading for all grade levels.

What will be the major initiatives of the LLT this year?
FAIR implementation, SuccessMaker5 goals, assist with fidelity checks for Imagine It implementation, Celebrate Literacy Week, After school tutoring and Parent workshops.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

READING GOALS	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Students achieving proficiency (FCAT Level 3) in reading			1.1. Low student motivation	1.1. Teachers will celebrate student success using various methods such as Brag boards, RC/AR parties, 90% club, and student recognition on Springwood in the Morning news show. Outstanding Owl Recognition Initiatives	1.1.Principal/Assistant Principal Media Specialist Computer teacher	1.1. Monitoring of progress toward goals	1.1.Appropriate benchmark assessment; Classroom iobservation tools; various classroom assessments RC counts score sheets SuccessMaker4 reports
Reading Goal #1: There was 23% decrease in the percentage of students scoring a 3 or above. By the end of 2012- 2013 academic year, at least 56% improve reading proficiency by scoring on or above Level 3 on the FCAT Reading. This is a 15% increase from the 2011-12 school year	2012 Current Level of Performance: * 49%	2013 Expected Level of Performance: * 56%					
			1.2. Low parental involvement	1.2. Parent workshops will be offered focusing on reading tips for parents. The school will have open communication with parents to inform them of Parent night activities as well as all other school events. We will also provide helpful reading tips in the grade level newsletters and in the school wide newsletters.	1.2. All Teachers Media Specialist LLT Committee Principal Assistant Principal Reading coach	1.2. Monitoring reading goals bi-weekly, monthly, and quarterly.	1.3. Parent surveys Grade level newsletters Parent flyers List –serv information Owl Gazette PTO Newsletter
			1.3. Lack of prior knowledge.	1.3 Teachers will provide clear learning goals and	1.3. Teachers Media Specialist	1.3. Monitoring benchmark assessments.	1.3 classroom observations and

			rubrics, and track student progress; Infusion of Virtual Tours and other setting the stage activities; Collaboration with vertical teams for brainstorming and articulation	LLT Committee Reading coach		articulation data.
		1.4 Rigor of Reading Lessons	1.4 Incorporation of Test Taking Strategies in preparation for Spring Testing; Addition of Essential Questions into lesson planning and classroom instruction; Training on Webbs Depth of Knowledge; Increased attention to vocabulary	1.4 Reading Coach, Administrative Team	1.4. Classroom assessments, Progress monitoring,	1.4. Classroom observations and formal/informal assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2: 14% of students scored at level 4 and 5 in Reading on the FCAT. By the end of 2012 - 2013 academic year, at least 20% will improve or exceed reading proficiency by scoring a level 4 or 5 on the FCAT Reading. This is a 15% increase from the 2011-12 school year.		2.1. Full implementation of the Imagine It! curriculum.	2.1. Teachers will use the Imagine It! Challenge Activities Students will participate in novel/book studies.	2.1. Reading teachers Reading coach Assistant Principal Principal	2.1. Monitor hands-on student participation of book studies.	2.1. Progress monitoring tools Challenge activity assessments Book study assessments

	2012 Current Level of Performance: *	2013 Expected Level of Performance: *				
	14%	39%				
			2.2. Additional focus needed on inference and reading application skills	2.2. Teachers will implement the full Imagine It curriculum Imagine It! Differentiated instruction within 3rd, 4th, and 5th; Novel Studies; Public Speaking and Poetry Series; the use of additional SM5 sessions	2.2. Reading teachers Reading coach Assistant Principal Principal	2.2. Fidelity checks, walk throughs	2.2. Progress Monitoring tools
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading Reading Goal #3: There was a 3% increase. 68% of students made learning gains in Reading on the FCAT. By the end of 2012- 2013 academic year, at least 78% will make learning gains in reading. This is a 10% increase from the 2011-12 school year.			3.1. Low student motivation	3.1. Teachers will provide interventions to help students become successful and build their confidence. Outstanding Owl Recognition Initiatives Use of Corrective Reading Programs for explicit instruction.	3.1. Reading Teachers Reading coach Principal Assistant principal LLT team RTI Team	3.1. Review benchmark tests Review FAIR data	3.1. Ongoing progress monitoring
	2012 Current Level of Performance:	2013 Expected Level of					

	*	Performance: *				
	68%	78%				
			3.2. Poor student attendance.	3.2. Provide attendance rewards to classes. Schedule conferences with parents of students with attendance concerns.	3.2. Principal Assistant principal Reading coach Guidance counselor RTI Team	3.2. Check reports in Genesis weekly, monthly, and quarterly. Send home warning letters every week and with progress alerts.	3.2. Genesis report comparisons (every 9 weeks and every month)
			3.3. Fluid Intervention Groupings	3.3. Early identification of students and student needs; Ongoing progress monitoring; Benchmarking assessments	3.3. Reading Coach and Grade Level Teams	3.3. Benchmark assessments results; Data Notebooks	3.3. Ongoing progress monitoring tools; promotion and retention summative reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:			4.1. Knowledge gaps in 5 major areas Fluency, comprehension, vocabulary, phonics, and phonemic awareness.	4.1. Teachers will complete FAIR testing, use of SM5 daily, before and after-school tutoring will be offered to eligible students, and teachers will utilize reading buddies when available.	4.1. Reading Teachers Reading coach Principal Assistant principal Computer teacher	4.1. Review FAIR data to ensure implementation is on target weekly and monthly. Grade level meeting discussions regarding data wall, student movement, and progress monitoring. FAIR data, benchmark assessments, DA tests, and other assessments will be analyzed at grade level meetings to determine instructional focus and instructional needs for students.	4.1. FAIR assessment reports Grade level meeting-data reviews and findings
There was a 12% increase with learning gains for the lowest 25%. By the end of 2012- 2013 academic year, at least 79% will make learning gains in reading. This is a 10% increase from the 2012-13 school year	2012 Current Level of Performance: * 69%	2013 Expected Level of Performance: * 79%					

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			4.2. Low parental involvement	4.2. Teachers will offer parent workshops to promote reading initiatives at home.	4.2. Reading coach LLT Committee Teachers	4.2. Monthly meetings to discuss school-wide reading goals.	4.2. Sign-in sheets to determine increase in participation.
			4.3 Low student motivation	4.3. Student incentives (PBS tickets, certificates, student recognition) for making efforts in reading	4.3. Teachers Reading coach Principal Assistant Principal	4.3. Parent/student feedback regarding participation	4.3. Teacher documentation of students meeting goals.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A. Low student motivation	5A.1. We will offer incentives from teachers and administrators to students for reaching their reading goals. Teachers will provide small group tutoring. Charts displaying incentives will be used in classrooms and for school-wide incentives. The principal and/or assistant principal will read to students monthly. Teams will engage in cross grade level articulation to assess student needs at each grade level as well as Self-Awareness Events	5A.1. Teachers Reading Coach LLT Committee Principal Assistant Principal	5A.1. Monitor RC spreadsheets by class Benchmark assessments FAIR data monitoring Classroom walk through	5A.1. RC counts score reports benchmark assessments FAIR data Feedback and data from iobservations
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
66% of White students are making adequate yearly progress. 41% of Black students are making adequate yearly progress. By the end of 2012- 2013 academic year, at least 59% of black students will improve by making adequate yearly progress.	White: 66% Black: 41% Hispanic: Asian: American Indian:	White: 69% Black: 47% Hispanic: Asian: American Indian:					

		5A.2. Low parental involvement	5A.2. Parent workshops will be offered. Parents will also be given an opportunity to read to students in the classroom.	5A.2. LLT Committee Reading Coach Principal Assistant Principal	5A.2. Discuss feedback from parent surveys at LLT Committee meetings.	5A.2. Parent surveys
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Reading Goal #5B: English Language Learners (ELL)	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5C: Students with Disabilities (SWD)	5C.1. Low student motivation	5C.1. Teachers and administrators will	5C.1. All Teachers Principal	5C.1. Benchmark tracking forms - review at grade level	5C.1. SSS Benchmark Assessments

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>Reading Goal #5C:</u> 16% of students with disabilities are making adequate yearly progress. That is a 10% decrease from the previous year. By the end of 2012- 2013 academic year, at least 24% will make adequate yearly progress in reading.	<u>2012 Current Level of Performance:</u> * 16%	<u>2013 Expected Level of Performance:</u> * 24%		provide incentives for students that meet reading goals (certificates, stickers, brag sheets etc.).	Assistant Principal Guidance Counselor	meetings I observations	FAIR data Feedback from iobservations
			5C.2. Students entering with knowledge gaps	5C.2. FAIR testing Ability grouping Additional SuccessMaker4 use Tutoring Reading buddies Imagine It! intervention materials	5C.2. Teachers Principal Assistant Principal Reading coach RTI Team Computer Teacher	5C.2. Monitor FAIR data, team meetings to discuss ability grouping and monitoring SuccessMaker4 use	5C.2. FAIR data SuccessMaker4 reports Benchmark tracking forms
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u> 38% of economically disadvantaged students made adequate yearly progress.	Reading Goal #5D: Economically Disadvantaged <u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *	5D.1. Low student motivation	5D.1.Teachers and administrators will use reading incentives to encourage growth in reading scores (certificates, stickers, brag notes etc.) .	5D.1. Teachers Principal Assistant Principal Reading Coach Computer Teacher Media Specialist	5D.1. Progress monitoring/benchmark tracking review at grade level meetings iobservations	5D.1. SSS Benchmark Assessments FAIR data Feedback from iobservations

By the end of 2012- 2013 academic year, at least 44% will make adequate yearly progress in reading.	38%	44%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
Providing Clear Learning Goals and Rubrics through lesson plans and common board configuration	K-5	Team Leader	All teachers	Team Meetings once a month; Once a month faculty meetings, book study	iObservation documentation; Teacher Portfolio Minutes from grade level meetings	Principal/Assistant Principal
Developing appropriate rubrics based upon Webb's Depth of Knowledge	K-5	Team leader	All teachers	Team meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
By the Numbers Data and Progress Monitoring Training	K-5	Computer Lab Instructor	All teachers new to Springwood will attend training on using reports to modify instruction. Teachers needing a refresher will also be invited.	Monthly	Feedback from participants	Computer Teacher Principal/Assistant Principal

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FAIR implementation	K-5	Reading Coach	All beginning teachers will attend training on using FAIR reports to modify instruction. Teachers needing a refresher will also be invited.	4 times a year	Feedback from participants	Reading Coach
Cooperative Learning Groups and Differentiated Instruction						
SRA Imagine It! curriculum	K-5	District	All beginning teachers will attend training on implementation of the Imagine It! curriculum.	8/10	Classroom walk throughs	Principal Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Developing appropriate rubrics	Facilitator; time for planning and collaboration	School-based Professional Learning	
Reading workshop	Teachers (Reading Committee) will develop and plan a parent workshop to help students	SAC funds	$200

	in reading.		
			Subtotal:

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

End of Reading Goals

Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics Mathematics Goal #1: There was a 22% decrease in the % of students achieving proficiency in Math. At the end of 2012-2013 academic year, at least 54% will improve or exceed mathematics proficiency by scoring on or above Level 3 on the FCAT Mathematics.	2012 Current Level of Performance: * 47%	2013 Expected Level of Performance: * 54%	1.1. Lack of prior knowledge of math skills	1.1. Teachers will engage students in complex tasks that require them to generate and test hypotheses. Teachers will engage students in complex tasks using higher order thinking. Lesson Study and ongoing development of highly engaged lesson plans. Use of Essential Questions to enhance core math lessons.	1.1. Principal or designee	1.1. Classroom observation	1.1. Classroom observations
			1.2. Home Connections	1.2. Teachers will invite parents to school for a math activity and	1.2. Teachers, Principal, Asst. Principal and the	1.2. Examine results of Parent Surveys.	1.2. Parent Survey

			provide parents with tips to assist their children. Career exploration activities that include inviting local business representatives to speak with students.	Math Committee		
		1.3. Lab scheduling restrictions	1.3. The students will receive five, 20 minute sessions weekly in SuccessMaker4. Use of additional laptop carts as needed for additional sessions. Weekly after-school sessions with EDEP staff.	1.3. Lab manager and Principal	1.3. Review SuccessMaker5 reports to determine if students are meeting goals monthly.	1.3. SuccessMaker5 reports
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2: *18% of students are scoring at level 4 and 5 in mathematics.* At the end of 2012 -2013 academic year, at least 24% will improve or exceed mathematics proficiency by scoring on or above Level 4 or 4 on the FCAT Mathematics	2012 Current Level of Performance: * 18%	2013 Expected Level of Performance: * 24%	2.1. Enriching instruction	2.1. Teachers will ability group to meet the needs of the students. Teachers will use the Go Math Enrichment activities to supplement the standard curriculum. A team of selected individuals will be invited to participate in two county-wide Mini-Mu math competitions.	2.1. Math teachers, Principal and Asst. Principal	2.1. Review SuccessMaker5 and Go Math assessments	2.1. SuccessMaker5 and Go Math assessments
			2.2. Need for extensions in Math	2.2. Participation in STEM Bowl and possible	2.2. Vertical Math Team and	2.2.	2.2.

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		curriculum	robotics activities.	Administrators		
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3: 61% of students in grades 3-5 made learning gains on FCAT. At the end of 2012-2013 academic year, at least 70% of students will make learning gains in mathematics. This is a 9% increase from the 2011-12 school year		3.1. Knowledge Gaps	3.1. Offer remediation tutoring after school to eligible students. Offer before-school computer lab time. The materials to be used will be coordinated for each grade level.	3.1. Tutoring teachers, Principal and Asst. Principal	3.1. Review SuccessMaker 5 reports, Progress Monitoring Tools and Go Math assessments	3.1. SuccessMaker4 and Go Math assessments
	2012 Current Level of Performance: * 61%	**2012Expected Level of Performance:** * 70%				
		3.2. Student Confidence and Attention Plan	3.2. Increased use of technology; expansion of expectations and opportunities for success; scaffold information and use of gradual release model	3.2.	3.2.	3.2.
		3.3. Alignment of instruction with end of year state assessments	3.3. Increased use of Word problems and literacy strategies in math	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:			4.1. Lack of number sense knowledge	4.1. Teachers will use a supplemental curriculum (Touch Math) for students that need additional assistance in number sense.	4.1. Teachers, Principal and Asst. Principal	4.1. Periodic monitoring of student progress-benchmark tracking forms.	4.1. mini assessments completed in small groups
54% of students in the lowest 25% made learning gains in math. At the end of 2012-2013 academic year, at least 63% of students in the lowest 25% will make learning gains in mathematics.	2012 Current Level of Performance: * 54%)	2013 Expected Level of Performance: * 63%					
			4.2 Home Connections	4.2.Parent Math Nights	4.2. Teachers Principal Assistant principal	4.2. Parent survey	4.2. Parent feedback
			4.3 Lack of real life connections with math concepts	4.3. Utilize cross-curricular activities from Go Math! curriculum Increase hands-on activities such as manipulatives, projects, etc.	4.3. Teachers Principal Assistant principal	4.3. Review assessment results	4.3. Go Math! Assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. Students that lack foundation skills and motivation for learning in math	5A.1. Teachers and staff need to be aware of who these students are in order to best meet their needs and provide motivation and encouragement. Develop	5A.1. Teachers Principal Assistant principal Counselor	5A.1. Monitor use of targeted list	5A.1. Progress monitoring sheets Grade level meetings

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	2012 Current Level of Performance: *	2013 Expected Level of Performance: *		activities that will be fun for students to learn the foundation skills. Teachers will be provided with progress monitoring sheets and a list of targeted students.			
48% of all students in grades 3-5 made adequate yearly progress. 66% of White students made adequate yearly progress. 36% of black students in grades 3-5 made adequate yearly progress.	White: 66% Black: 36% Hispanic: Asian: American Indian:	White: 69% Black: 42% Hispanic: Asian: American Indian:					
At the end of 2012-2013 academic year, at least 42% of black students will make adequate yearly progress. Mathematics			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: 19% of students with disabilities made adequate yearly progress. By the end of 2012-2013 academic year, at least 27% of students will make adequate yearly progress. improve or exceed mathematics proficiency by scoring on or above Level 3 on the FCAT Mathematics	Mathematics Goal #5C: Students with Disabilities (SWD) <table><tr><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr><tr><td>19%</td><td>27%</td></tr></table>	5C.1 Home Connections Utilize cross-curricular activities from Go Math! curriculum Increase hands-on activities such as manipulatives, projects, etc. Parent Math Nights	5C.1.Parent Math Nights	5C.1 Teachers Principal Assistant principal	5C.1 Parent survey Go Math! Assessments	5C.1. Parent feedback
		5C2	5C2	5C2	5C2	5C2
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5D: Economically Disadvantaged	5D.1 Lack of real life connections with math concepts	5D.1 Utilize cross-curricular activities from Go Math! curriculum Increase hands-on activities such as	5D.1 Teachers Principal Assistant principal	5D.1 Review assessment results	5D.1. Go Math! Assessments

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Mathematics Goal #5D:			manipulatives, projects, etc.				
33% of all students that are economically disadvantaged students made adequate yearly progress.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%	40%					
By the end of 2012-2013 academic year, at least 61% will make adequate yearly progress in mathematics.			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
Higher Order Thinking skills/Levels of complexity	K-5	Principal Assistant Principal Teacher Leaders	All teachers	Bi-monthly at faculty meetings	Classroom observations	Principal or designee

Mathematics Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Understanding levels of complexity in mathematics problem solving	Professional Learning Community - time to meet and plan together; training from teachers on campus	None needed	
Vertical Team Meetings	The Math/Science teachers will meet to develop activities and ensure the implementation of SIP goals.		
			Subtotal

Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal
			Total:

End of Mathematics Goals

Science Goals

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

SCIENCE GOALS	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:			1.1.Students lack skills that enable them to look for errors in logic or reasoning	1.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented.	1.1.Principal, Asst. Principal or designee	1.1.Observation of students using strategies; lesson plans that support the use of strategies	1.1.iobservation; classroom walkthroughs; examination of evidence provided by teacher
43 % of the students in 5th grade met level 3 or better. By the end of 2012- 2013 academic year, at least 49% will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	43%	49%					
			1.2. Lack of curriculum alignment between grade levels	1.2. Purchase of class sets of additional science textbooks for lower grade levels	1.2.	1.2.	1.2.
			1.3. Need for additional application of scientific process	1.3. Virtual and hands-on interactive science labs.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:			2.1. Teachers need time to review adequacy of materials at every grade level/classroom. Students will be provided real-world science experiences and engaging activities for acceleration or next grade level.	2.1. Professional Planning Day for teachers who received new science materials. As well as attending any training opportunities containing to the new science materials. Students will be provided	2.1. Teachers Science Committee Writing committee STEM Team Principal Assistant Principal	2.1. Grade level meeting discussions Lesson plan checks	2.1 Science materials inventory, Chapter Tests/Science assessments Progress monitoring Grade level meetings
11% of students in 5th grade met Level 4 or 5 in science By the end of 2012- 2013 academic year, at least 15% of students will score on	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	11%	15%					

level 4 or 5 on FCAT Science.				real-world science experiences and engaging activities at every grade level using textbooks and supplemental materials and lessons. Hands-on inquiry-based investigations will take place in science classes.			
			2.2. Science instruction will be supplemented with GEMS, and Brain-Pop curriculum for acceleration or next grade level.	2.2. Teachers will be given instructional techniques on how to teach Science at their grade level. Science instruction will be supplemented with GEMS, Brain-Pop	2.2. Teachers Science Committee STEM Team Principal Assistant Principal	2.2. Class room walk through Grade level meeting discussions Lesson plan checks	2.2. Chapter tests/Science Assessments Progress monitoring Grade level meetings
			2.3 The textbooks do not include all concepts or background knowledge.	2.3 Teachers will assess background knowledge before teaching new concepts and offer hands-on activities to teach concepts. Teachers will increase their use of informational text and adopted curriculum materials. Students will receive instruction on techniques to improve reading comprehension of non-fiction books	2.3 Teachers Science Committee STEM Team Principal Assistant Principal	2.3 Progress monitoring Grade level meeting discussions Lesson plan checks	2.3 .Chapter Tests/Science assessments DA Baseline Testing Science Assessments

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

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	Please note that each Strategy does not require a professional development or PLC activity.
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Examining Errors in Reasoning	3-5	Teacher Leaders/ Science Advocate	All 3-5 grade teachers	Initial training in Sept. follow up throughout the year	Team meeting notes; classroom observation	Principal/Asst. Principal or designee

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.
Evidence-based Program(s)/Materials(s)
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:
Technology
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:
Professional Development
Strategy	Description of Resources	Funding Source	Amount
Teachers develop skills that enable students to examine their own reasoning or logic of information	Training on skill; lesson study at faculty meetings	None needed	None needed
		Subtotal
Other
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:

End of Science Goals

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1: *By the end of 2012-2013 academic year, at least 87% will improve writing proficiency by scoring on or above Level 3 on the FCAT writing.*	2012 Current Level of Performance:* 86%	2013 Expected Level of Performance:* 87%	1.1. Lack of staff development on scoring and Writing Format	1.1. Professional Development Day (PPD) for Writing Committee members to provide framework for writing expectations at every grade level, align the Kathy Robinson materials for each grade level, and select the monthly writing assessments. Committee members will then train team members on using the curriculum.	1.1. Writing committee members Principal Assistant principal	1.1. Monthly progress monitoring at grade level meetings. (Discuss monthly assessments)	1.1. Surveys Information produced at PPD
			1.2. Lack of collaboration.	1.2 Professional Development Day (PPD) for Writing Committee members to assess materials needed for every grade level in Writing . Teachers will attend monthly district meetings or workshops offered. Vertical team meetings to discuss strengths and weaknesses in Writing	1.2 Writing committee members Principal Assistant principal.2.	1.3. Review products developed from PPD to ensure alignment with SIP goals	1.2 Writing goals from the year distributed to each teacher.

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		1.3 Prioritizing materials	1.3. Professional Development Day (PPD) for Writing Committee members to provide teaming opportunities for teachers to plan together and have model lessons. 1.3. Writing committee members Principal Assistant principal	.1.3 Writing committee members Principal Assistant principal	1.3 Feedback from teaming opportunities and modeling lessons	1.3. Writing goals from the year distributed to each teacher.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1. .	2A.1	2A.1.	2A.1.
	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	**2013 Expected Level of Performance:*** White: Black: Hispanic: Asian: American Indian:				
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2B: English Language Learners (ELL)	2B.1.	3B.1.	2B.1.	2B.1.	2B.1.

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Writing Goal #2B:							
Enter narrative for the goal in this box.	2012 Current Level of Performance: *	2013 Expected Level of Performance :*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	Writing Goal #2C: Students with Disabilities (SWD)		2C.1 Students lack skills to pass writing assessments	2C.1. Teachers will provide monthly writing assessments and give feedback to students and parents regarding writing. Teachers will utilize differentiated instruction techniques for targeted students.	2C.1. writing committee members Principal Assistant principal	2C.1. Monthly progress monitoring at grade level meetings. (Discuss monthly assessments) Weekly Assessments	2C.1. Monthly Writing Assessments
93% of all students with disabilities made adequate yearly progress. *By the end of 2012- 2013 academic year, at least 94% will make adequate yearly progress or exceed writing proficiency by scoring on or above Level 3 on the FCAT writing.*	2012 Current Level of Performance: * 93% (82)	2013 Expected Level of Performance :* 94%					

		2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D: *Enter narrative for the goal in this box.*	Writing Goal #2D: Economically Disadvantaged	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. / *Enter numerical data for expected level of performance in this box.*					
		2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
		2D.3.	2D.3.	2D.3.	2D.3.	2D.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
	4th	LCS	All 4th grade teachers		Share with Vertical Team members	Administrators

Writing				Monthly district meetings by grade levels and/or workshops offered by district regarding new writing standards.	members who will then share with their team	Principal Assistant Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development in Writing	Kathy Robinson Writing information will be discussed with the ELA vertical teams to be distributed to teams.		

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			Subtotal:total missing

Other			
Strategy	Description of Resources	Funding Source	Amount

	Subtotal:
	Total:

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Our current attendance rate is 95.52%. Our goal is to increase to 96% this year.	2012 Current Attendance Rate:* 95.52% 2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Attendance Rate:* 96% 2013 Expected Number of Students with Excessive Absences (10 or more)	1.1. Teachers and staff completing the paperwork to track the delinquent attendance. Parent contact information not being updated and entered into Genesis system.	1.1. Teachers will initiate the Attendance tracking forms and the IAT team will conduct follow up conferences led by the Referral Coordinator and the AP for parents of students with excessive absences or tardies. Attendance Warning Letters will be sent home with progress alerts and	1.1. Principal Assistant Principal Registrar Referral Coordinator Program Specialist School psychologist School social worker Teachers	1.1. Monthly meetings with IAT/RTI team to discuss attendance.	1.1. Attendance reports in Genesis-compare month by month

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	20%	18%		every 9 weeks. We will increase the communication between the school and the home when attendance is a factor.		
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*				
			1.2. Parents do not regard attendance is an integral part of student achievement and is related directly to student performance	1.2. Increase parental awareness of attendance policy and statistics related to attendance through newsletters, flyers, attendance warning letters, and parent conferences. Attendance Incentives to increase student motivation. The reward program will provide incentives for students and classes that achieve perfect attendance. Include attendance updates as a regular feature on our morning show.	1.2. Teachers Guidance counselor Principal Assistant Principal School Secretary	1.2 Monthly IAT/RTI Meetings Positive Behavior Support/Attendance Committee	1.2. Attendance reports in Genesis
			1.3. Attendance is not being recorded properly by staff	1.3. Teacher training at faculty meetings to ensure uniform attendance tracking	1.3. Teachers Office Staff Principal Assistant Principal	1.4. Faculty Meetings/Grade level meeting discussions about student attendance.	1.3 Teacher Attendance reports, student attendance

			practices school wide.		Monitor Teacher Attendance reports weekly.	reports
			Attendance will initially be taken by the teacher and all other entries will be completed in the office for accuracy.			

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

Attendance Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$0 Total:

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1:			1.1. Consequences for students are not equal and specific. Lack of awareness of the School-wide Discipline Plan and consequences.	1.1. A school wide discipline plan will be developed with specific information related to disruptions and consequences sent home the first week of school.	1.1. Positive Behavior Support (PBS) Team	1.1. Monthly meetings	1.1. Suspension rates in Genesis
	2011 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	98	78					
	2011 Total Number of	2013 Expected Number of					

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Students Suspended In-School *Enter numerical data for current number of students suspended in-school* 2011 Number of Out-of-School Suspensions 11 2011 Total Number of Students Suspended Out- of- School *Enter numerical data for current number of students suspended out- of- school*	Students Suspended In -School *Enter numerical data for expected number of students suspended in- school* 2013 Expected Number of Out-of-School Suspensions 8 2013 Expected Number of Students Suspended Out- of-School *Enter numerical data for expected number of students suspended out- of- school*		Student assembly to discuss the focus of academic skills and consequences for disruptions to the learning environment.	
		1.2. Staff members not finding solutions that are working prior to sending in a referral. Staff members over referring students for negative behavior. Students missing valuable class time.	1.2. Implement PBS strategies and make sure expectations are clear to staff, students, parents. Training for staff on possible alternatives to keep students in classrooms at faculty meetings and grade level meetings. Train staff on Classroom management techniques using the PBS team. Implement PBS strategies	1.2. All staff including administrators 1.2. Monitoring PBS Review of grade level/classroom discipline plans for consistency 1.2 Referrals in educators handbook/Genesis

			to reward positive behaviors and take the focus away from the negative behaviors. Utilize the PBS room as a way to keep our students in school when they are exhibiting behaviors that prevent them from staying in the classroom but allow them to continue learning.				
			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
Positive Behavior Support Team	K-5, ESE	Guidance Counselor Administrators	One representative from each team and ESE	Monthly meetings	Monthly meetings of PBS Committee	Administrators Guidance Counselor (PBS Coach)

Suspension Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$ 0 Total:

End of Suspension Goals

Dropout Prevention Goal(s) N/A
Note: Required for High School- F.S., Sec. 1003.53

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

DROPOUT PREVENTION GOAL(S)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2010-2011 school year.*		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the	2012 Current Dropout Rate:*					
	Enter					
	2013 Expected Dropout Rate:*					
	Enter numerical					

goal in this box.	numerical data for dropout rate in this box.	data for expected dropout rate in this box.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					
			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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Lack of parent involvement due to childcare constraints and time constraints	1.1. Provide child care during parent workshops to parents that need register for workshop. Provide food for parents on parent workshop nights so parents do not have to	1.1. Administration After-school staff Teachers willing to assist	1.1. Sign-in sheets Periodic meetings with parent involvement committee and PTO to determine if target goals are being met.	1.1. Sign-in sheets

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	2012 Current level of Parent Involvement: *	2013 Expected level of Parent Involvement: *					
Parental involvement and volunteer hours will increase for the 2012-13 school year.				cook. Provide incentives to parents and/or students for attending the workshops.			
	44	*100*					
			1.2. Low parental involvement.	1.2. Open House Parent work-shops at night specific for each grade level ; Monthly Ice-Cream Social Events; Suggestion Box; Increased communication with parent portal about needs of students and school	1.2 Grade level teams, parent involvement committees and staff representatives	1.2. Climate survey; individual teacher parent surveys	1.2. Climate surveys; individual teacher parent surveys
			1.3.Utilizing parent assistance effectively	1.3. Coordinate with the Volunteer Coordinator to use volunteers appropriately. Parents can volunteer at home, school, with fundraisers, with classroom activities, and to accommodate grade level needs. Inform parents of various ways to volunteer for Springwood at home. In parent newsletters, list serv-inform parents of volunteer opportunities such as collating books and cutting out shapes at home, or donating school	1.3. Grade level teams, parent involvement committees and staff representatives	1.3. Volunteer log/sign-in sheets	1.3. Volunteer log and tracking hours

		project supplies.			
		1.4. Conflicting Schedules and time constraints	1.4. Pilot Web conferencing tool and/or conference call technology. Use of website to communicate important information;	1.4. PTO/SAC Officers and Administrators	1.4. Parent Survey and usage reports

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

Parent Involvement Budget N/A

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$0 Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEM fields. Awareness will act as our stepping stone to enhanced STEM programs and development with all grade levels over time.	1.1. Funding needed for exploration field-trips and curriculum alignment	1.1. Recruitment of non-fee based community partners; investigation of bringing STEM activities to campus events.	1.1. Vertical Math and Science Team	1.1. Parent/teacher surveys	1.1. Parent/teacher surveys
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: To provide time to collaborate with vertical team members to plan activities and professional development. The meetings will offer team building activities to increase collegial relationships and continuity of instruction	2012 Current Level :* 	2013 Expected Level :* 	1.1. Lack of extended planning times to effectively plan for the year.	1.1. Provide monthly Vertical Team meetings to discuss SIP goals and student needs.	1.1. Principal Assistant Principal	1.1. Teacher feedback from surveys and meeting feedback	1.1. Teacher surveys
			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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				of meetings)		

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development in Alignment with aforementioned SIP Goals	Ongoing Professional Development Needs assessments will be discussed during our monthly vertical team meetings. Based upon these needs assessments contracted services for professional development providers will be used to enhance the instructional environment. Costs of subs will be covered through SIP and TEC funds	SIP and TEC Funds	$3,195.97
			Subtotal:$3,195.97
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal: $3195.97
			Total: $3,195.97

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	0Total:
Suspension Budget	
	0Total:
Dropout Prevention Budget	
	0Total:
Parent Involvement Budget	
	Total:
Additional Goals	
Ongoing Professional Development associated with aforementioned SIP Goals related to Instructional Improvement	Total: $3,195.97

	Grand Total: $3,195.97

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					
☐Intervene	☐Correct II	☐Prevent II	☐ Correct I	☒Prevent I	☐N/A

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

School Advisory Council
School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

    ☒ Yes   ☐No

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

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council, the administration, staff and faculty will work together to increase student performance to ensure students are afforded a quality learning environment. The SAC members would like to review, annually, funds /materials parents are asked to provide to the school. In addition to this, we would like to review, bi-annually, any and all financial statements in regards to monies allocated for usage from the School Improvement Funds as stated in the School Improvement Plan.

Describe projected use of SAC funds.	Amount
SAC funds have been approved for the Reading advocate to use for the planning and implementation of the reading workshop for parents. The workshop will provide valuable instruction on various ways for parents to teach reading skills at home.	$200
The SAC would also like to assist technology with the needs for the school that align with the goals outlined in SIP.	