

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Merriam Cherry Street Elementary	District Name: Bay
Principal: Carol Rine	Superintendent: William V. Husfelt III
SAC Chair: Audra Resler	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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	Carol Rine	Bachelor of Science in English Education Master of Science in Reading Education 18 Post Graduate Hours	1	5	Mrs. Rine was the administrator at Bay High School in 2004-2006 when Bay High moved from a D school to a C school and Reading Department Chair in 2007 when Bay High moved from a C school to a B school, thus moving that secondary school out of jeopardy. During those years, Bay High moved from overall points earned being 374 points for the FCAT school grade calculation to 502 overall total points earned. During those years, high standards in

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		<p>for Certification in Educational Leadership</p> <p><u>Certifications:</u></p> <p>Reading K-12</p> <p>Educational Media Specialist</p> <p>English 5-9</p> <p>English 6-12</p> <p>Math 5-9</p> <p>English to Speakers of Other Languages</p> <p>Endorsement</p> <p>Educational Leadership</p> <p>School Principal All Levels</p>			<p>Reading moved from 46% to 53% and learning gains in math moved from 72% to 82%.</p> <p>As Assistant Principal for Curriculum and Instruction for 3 years at Mosley High School, the school went from being a B school to being an A school. The school's bottom quartile in reading had previously been unable to reach 50% proficiency, and with intensive work in reading initiatives campus wide, the bottom quartile finally met the state's standard for making a grade of A.</p>
Assistant Principal	Ann Walsingham	<p>Masters, Educational Leadership and Administration; BS Elementary Education; Principal K-12; Elementary Ed., 1-6</p>	2	19	<p>Assistant Principal, Merriam Cherry Street Elementary, 10-11</p> <p>Principal, Margaret K. Lewis School in Millville, 09-10, 10-11 SYs. MKL is a center school for profound/severely disabled students, ages 3 years to 22 years. Students do not take the FCAT (all appropriate grade levels are administered the Florida Alternate Assessment Test). No School Grade is earned.</p> <p>Principal, Millville Elementary, a Title I School, 08-09 SY, Grade A. Sixty-seven percent meeting high standards in reading; 72% meeting high standards in math; 57% meeting high standards in writing; 55% meeting high standards in science; 65% making learning gains in reading; 77% making learning gains in math; 57% of lowest 25 percentile making learning gains in reading; 83% of lowest 25 percentile making learning gains in math. 03-04 to 07-08 School Years, Millville had received four C grades and one D grade (06-07 SY). AYP not met.</p> <p>Principal, Springfield Elementary, a Title I School, 99-00 through 07-08. Springfield Elementary received a D grade in 98-99. During this time, Springfield Elementary received four A grades (01, 03, 05, and 07 school years); Two B grades (02 and 04 school years); and three C grades (00, 06, and 08 school years).</p> <p>Assistant Principal, Hiland Park Elementary, 97-98 and 98-99. Grade C.</p> <p>Assistant Principal, Tyndall Elementary, 93-94 through 96-97. Schools were</p>

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					not graded using a letter grade at this time.
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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Administrators will meet regularly with new teachers.	Administrators	On-going
2. New teachers will be partnered with veteran staff.	Administrators	On-going
3. New teachers will participate in Bay District's New Teacher Induction Program.	Administrators	June 2013
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.	Administrators	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
27	7.4%	29.6%	25.9%	37%	29.6%	100%	14.8%	3.7%	48.1%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Grade Level Chairs	All grade level teachers in the department with special attention paid to the newest teachers to the school	As part of the grade chair’s job description, they are role models, mentors, coaches and a support team for members of their grade levels.	Monthly or as-needed grade level meetings.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Cherry Street School has been allocated \$139,957.00 to support school wide programs from district fund. Our 2012-13 Title I allocation will be \$364,368.00 and used to support classroom instruction with emphasis on early interventions.
Title I, Part C- Migrant M. Cherry Street School will continue to network with the district and various agencies to support families in need of services. Bay District Schools participates in the PAEC Consortium.
Title I, Part D The District Title I, Part D allocation supports students from court ordered programs.
Title II The Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. The Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.
Title III District funds are used to provide supplemental materials and computer software to supports English Language Learners (ELL).
Title X- Homeless District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs The Bay District School Board has an approved policy on “Bullying, Harassment, or Cyber stalking” (Policy 7.2.7). This policy is reviewed annually, during Pre School Inservice by the administrative and instructional staff at each school. M. Cherry Street school has a Character Education Plan in place. Character Education Plans support the prevention of violence and foster a drug free learning environment.
Nutrition Programs All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.
Housing Programs N/A
Head Start N/A
Adult Education N/A

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Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrator : Mrs. Carol Rine

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation,

School Psychologist: Angelina Collins

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Antoinette Golden

Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

RTI/MTSS Leadership Team One for each grade level; K=Ashley Christie; 1=Lynn Higgins; 2=Catherine Hackney; 3=Amanda Roberts; 4=Ricketta Grant; 5=Valerie Jateff. Provides information about core instruction, participates in student data collection, delivers Tier 1 and 2 instruction/intervention, collaborates with MTSS staff to implement Tier 2 interventions, and integrates Tier 1 and 2 materials/instruction and activities.

ESE Teacher: Amon Rolerson

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

Guidance Counselor/ Facilitator: Vanessa Richards

Facilitates MTSS meetings with support from Tammy Boyer and Jennifer Jennings. Supervises the delivery of Tier 3 interventions by paraprofessionals and classroom teachers.

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

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? team will meet every other month, but may call additional meetings as needed. The MTSS team functions to conduct on-going AMO's, FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The MTSS team ensures MTSS professional development is provided to staff. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? MTSS team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team contributed to the Professional Development areas of plan by outlining how MTSS Professional Development will be delivered to faculty and staff. The tentative

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plan is for the Leadership Team to meet during the school day with ½ day subs.
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. FOCUS, Discovery Education Assessment, FCAT, FLKRS, DAR, Dashboards, Dibbels Data System and EASYCBM, Johns, Harcourt reading assessments, etc. Think Link provides data analysis in the core subject areas.
Describe the plan to train staff on MTSS. Staff training is ongoing. It begins with the pre-school in-service and continues throughout the year as specific changes are introduced and methods are fine tuned. MTSS is addressed at nearly all monthly faculty meetings and grade-level data meetings. District staff and in-house staff are used to train staff on specific interventions such as SRA and Numberworlds.
Describe the plan to support MTSS. The RTI/MTSS Facilitator, Vanessa Richards , and the STS, Staff Training Specialist, Tammy Boyer, will collaborate weekly to support the MTSS Process. STS will attend monthly meetings conducted by Jennifer Jennings, District RTI/MTSS Instructional Specialist at the district office. RTI/MTSS Coach will check in weekly with each grade level chair or offer to attend weekly grade level meetings to answer questions, update information, train, etc. RTI/MTSS Coach, STS, SLP, Guidance, and administration will meet on a regular basis with grade level teachers to have a data chat concerning RTI/MTSS students. The RTI Leadership Team will meet and function as per the description on the previous page.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Devin Prevost – chairperson, Camille Graves – represents kindergarten, Geri Steorts – represents first grade, Cathy Hackney – represents second grade, Lauren Abbott - represents fourth grade, Audra Resler represents – fifth grade, Becky Rogers represents MTSS and Lori Young – media specialist. Ann Walsingham serves as the Administrator. This team is still transitioning to the new school year, and membership may change.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).). The team will have monthly meetings, conduct a book study, plan Reading events and participate in establishing guided reading lessons to be prepared for the faculty. The LLT is responsible for implementing the CRP with fidelity.
What will be the major initiatives of the LLT this year? The LLT will continue to train the faculty on guided reading and establish a guided reading library.

Public School Choice

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

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

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

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

At Cherry Street Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages

Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated prior to October 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1. Interruption of daily schedule	IA.1. Utilize small group instruction daily with special emphasis on informational text/research process.	IA.1. Classroom Teacher Administration	IA.1. Teacher assessments and Discovery Ed. tests will be reviewed periodically.	IA.1. Discovery Ed Teacher Assessments
Reading Goal #1A: The percentage of students at FCAT level 3 will increase by 4%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student mobility				
	28% (111) of students scored at level 3	30% of students will score at level 3	Attendance/tardies				
			Subgroups not meeting high standards of proficiency				
			IA.2. continued need to structure time efficiently	IA.2. Provide additional reading instruction every other day in the computer lab using SM5	IA.2. Classroom Teacher Computer Lab Tech.	IA.2. Reports will be pulled from the SM5 computer program by the classroom teacher.	IA.2. SM5 Student Reports
			IA.3. parental attendance at events and student’s lack of background life experiences	IA.3. The visual art teacher will provide literacy experiences to K-5 students which particularly address the acquisition and use of precise words, the writing of explanatory text and the accurate use of conventions. These experiences will be provided at parental involvement Art Nights and in art/writing lessons for fourth grade.	IA.3. Visual Art Teacher	IA.3. Art Teacher will compile and analyze data.	IA.3. Parental evaluation form FCAT Reading Art Classroom assessments FCAT Writes
IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
Reading Goal #1B: 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.					
			IB.2.	IB.2.	IB.2.	IB.2.	IB.2.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Scheduling, interruptions, and need for assigning students with appropriate reading levels, other media distractions in the home	2A.1. Provide fifteen minutes of school-wide uninterrupted reading time daily.	2A.1. Classroom Teachers	2A.1. Classroom teachers monitor the students' reading selections documented in the student planners.	2A.1. Student planner documentation Discover Ed FCAT
Reading Goal #2A: The percentage of students who achieve above proficiency will improve by 2% for 2012/13.	<u>2012 Current Level of Performance:*</u> 29% (56) students scored at level 4 and 5	<u>2013 Expected Level of Performance:*</u> 30% will score at level 4 and 5					
			2A.2. need to encourage high achievers Funds for recognition awards	2A.2. To recognize high achievers through the Accelerated Reader Program.	2A.2. Media Specialist	2A.2. The Media Specialist maintains a systematic process for monitoring student AR levels and orchestrates the awards presentations on ITV.	2A.2. Discover Ed FCAT
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			BA.1. Interruptions Behavior issues	BA.1. Utilize small group instruction daily.	BA.1. Classroom Teachers	BA.1. Classroom teachers will analyze their formative assessments.	BA.1. Discovery Ed Teacher Selected Assessments
Reading Goal #3A: The percentage of students making learning gains will increase by 1%.	<u>2012 Current Level of Performance:*</u> 65%	<u>2013 Expected Level of Performance:*</u> 66%					
			BA.2. Amount of space and lack of time Technology available	BA.2. Provide additional reading instruction using the classroom computers.	BA.2. Classroom Teachers	BA.2. Classroom Teachers monitor student participation on the computers.	BA.2. Discovery Ed Teacher Selected Assessments
			BA.3. Parental attendance at events and student’s lack of background life experiences	BA.3. The visual art teacher will provide literacy experiences to K-5 students which particularly address the acquisition and use of precise words, the writing of explanatory text and the accurate use of conventions. These experiences will be provided at parental involvement Art Nights and in art/writing lessons for fourth grade.	BA.3. Visual Art Teacher	BA.3. Art Teacher will compile and analyze data.	BA.3. Parental evaluation form FCAT Reading Art Classroom assessments FCAT Writes
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			BB.1.	BB.1.	BB.1.	BB.1.	BB.1.
Reading Goal #3B: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of student motivation for reading for pleasure	4A.1. Host two Parental Involvement Reading Nights.	4A.1. Media Specialist	4A.1. The Media Specialist will provide an evaluation tool for parents at the conclusion of each Reading Night.	4A.1. Parental Evaluation Forms Discover Ed FCAT
Reading Goal #4: Percentage of students in the lowest quartile making learning gains will increase by 1%.	<u>2012 Current Level of Performance:*</u> 66%	<u>2013 Expected Level of Performance:*</u> 67%					
			4A.2. Transportation for students before or after school	4A.2. Offer before or after-school computer instruction two days per week for all 3-5 reading students who scored a one or two on the FCAT.	4A.2. Classroom Teachers (volunteers) Reading Committee Computer Lab Tech.	4A.2. The reading committee will monitor attendance, transportation issues, and progress in learning.	4A.2. computer generated assessments Discover Ed Reading Assessment Classroom Reading Assess.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: In six years, the achievement gap in reading will be reduced by 14%.	Baseline data 2010-2011 White: 68% Black: 46% Students with Disabilities: 38% Economically Disadvantaged: 53%		White: 73% Black: 49% Students with Disabilities: 33% Economically Disadvantaged: 60%	White: 75% Black: 54% Students with Disabilities: 40% Economically Disadvantaged: 64%	White: 78% Black: 59% Students with Disabilities: 47% Economically Disadvantaged: 68%	White: 81% Black: 64% Students with Disabilities: 53% Economically Disadvantaged: 72%	White: 84% Black: 70% Students with Disabilities: 60% Economically Disadvantaged: 76%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: Percentage of white students making satisfactory progress will increase by 5%. Percentage of African American students making satisfactory progress will increase by 3%.		2012 Current Level of Performance: White: 68% Black: 46% Hispanic: N/A Asian: N/A American Indian: N/A	2013 Expected Level of Performance: White: 73% Black: 49% Hispanic: N/A Asian: N/A American Indian: N/A Barriers for all subgroups: Interruption of daily schedule Student mobility Attendance/tardies	5B.1. Utilize small group instruction daily with special emphasis on informational text/research process.	5B.1. Classroom Teacher Administration 5B.2. Classroom Teacher Computer Lab Tech.	5B.1. Teacher assessments and Discovery Ed. tests will be reviewed periodically. 5B.2. Reports will be pulled from the SM5 computer program by the classroom teacher.	5B.1. Discovery Ed Teacher Assessments 5B.2. SM5 Student Reports 5B.3. Parental evaluation form FCAT Reading Art Classroom assessments FCAT Writes
		5B.1. White: Black: Hispanic: Asian: American Indian: Barriers for all subgroups: Interruption of daily schedule Student mobility Attendance/tardies	5B.1. continued need to structure time efficiently 5B.3. parental attendance at events and student's lack of background life experiences	5B.1. Provide additional reading instruction every other day in the computer lab using SM5 5B.3. The visual art teacher will provide literacy experiences to K-5 students which particularly address the acquisition and use of precise words, the writing of explanatory text and the accurate use of conventions. These experiences will be provided at parental involvement Art Nights and in art/writing lessons for fourth grade.	5B.3. Visual Art Teacher	5B.3. Art Teacher will compile and analyze data.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: <i>Enter numerical data for current level of performance in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Interruption of daily schedule Student mobility Attendance/tardies	5D.1. Utilize small group instruction daily with special emphasis on informational text/research process.	5D.1. Classroom Teacher Administration	5D.1. Teacher assessments and Discovery Ed. tests will be reviewed periodically.	5D.1. Discovery Ed Teacher Assessments
Reading Goal #5D: <i>Target met for students with disabilities</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	33%					
			5D.2. continued need to structure time efficiently	5D.2. Provide additional reading instruction every other day in the computer lab using SM5	5D.2. Classroom Teacher Computer Lab Tech.	5D.2. Reports will be pulled from the SM5 computer program by the classroom teacher.	5D.2. SM5 Student Reports
		5D.3. parental attendance at events and student's lack of background life experiences	5D.3. The visual art teacher will provide literacy experiences to K-5 students which particularly address the acquisition and use of precise words, the writing of explanatory text and the accurate use of conventions. These experiences will be provided at parental involvement Art Nights and in art/writing lessons for fourth grade.	5D.3. Visual Art Teacher	5D.3. Art Teacher will compile and analyze data.	5D.3. Parental evaluation form FCAT Reading Art Classroom assessments FCAT Writes	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. Interruption of daily schedule Student mobility Attendance/tardies	5E.1. Utilize small group instruction daily with special emphasis on informational text/research process.	5E.1. Classroom Teacher Administration	5E.1. Teacher assessments and Discovery Ed. tests will be reviewed periodically.	5E.1. Discovery Ed Teacher Assessments
Reading Goal #5E: Economically Disadvantaged students making satisfactory progress in reading will increase by 7%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	53%	60%				
			5E.2. continued need to structure time efficiently	5E.2. Provide additional reading instruction every other day in the computer lab using SM5	5E.2. Classroom Teacher Computer Lab Tech.	5E.2. Reports will be pulled from the SM5 computer program by the classroom teacher.
		5E.3. parental attendance at events and student's lack of background life experiences	5E.3. The visual art teacher will provide literacy experiences to K-5 students which particularly address the acquisition and use of precise words, the writing of explanatory text and the accurate use of conventions. These experiences will be provided at parental involvement Art Nights and in art/writing lessons for fourth grade.	5E.3. Visual Art Teacher	5E.3. Art Teacher will compile and analyze data.	5E.3. Parental evaluation form FCAT Reading Art Classroom assessments FCAT Writes

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Complex text professional development	1-5 Comprehension	School Literacy Team Leader and Reading Coach	School-wide	(multiple sessions)	Monitoring of lesson plans for strategies and assessments based on text complexity	School Literacy Team Leader
K-12 Reading Frameworks	K-5	District Reading Coach	New Teachers	District schedule	Administration monitors new teacher induction.	Mentor Teacher
Book Study	K-5	Literacy Team Leader	Literacy Team members	Monthly meetings	School Literacy Team Leader will conduct a survey of team members.	School Literacy Team Leader

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Fall Family Reading Night, Pre-K-5th	Books for students/families who participate; paper and ink for copying reading Core Curriculum/FCAT Reading information and tips for parents in encouraging reading at home. Stipends for teachers as consultants.	Title 1 Funds	\$842.96
Spring Family Reading Night, Pre-K-5th	Books for students/families who participate; paper and ink for copying reading Core Curriculum/FCAT Reading information and tips for parents in encouraging reading at home. Stipends for teachers as consultants.	Title 1 Funds	\$842.96
			Subtotal:\$1685.92
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using "Smart" Technology	Pre-K/5 All areas (Reading Focus)	District supplied STS and after school training	\$0.00
Improve Reading Instruction	Stipends for planning and substitutes and stipends for Professional Development	Title 1 Funds	\$3381.00
			Subtotal:\$3381.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Book Study:	Title to be determined after Literacy Team votes.	Title I Budget	\$100.00
Small Group Instruction and Interventions	Salaries and benefits for paraprofessionals	Title I Budget	\$72,165.00
Improve Reading Instruction	Supplemental Materials and supplies	Title I Budget	\$3401.00
			Subtotal:\$75666.00

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	Total:80,732.92
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End of Reading Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			IA.1. Time for staff development to teach the standards utilizing the Smartboard Technology	IA.1. Schedule afterschool training with technology Smartboard specialist which focus on math. Instruction, responders, and the use of immediate feedback.	IA.1. Math Coach, classroom teacher	IA.1. Teachers will monitor the Discovery Education Achievement Data and their GoMath Assessments to note effectiveness of the staff development.	IA.1. Go Math Assessments Discovery Education Classroom Walk-throughs FCAT scores
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students at FCAT level 3 will increase by 3%.	23% (74) students scored at level 3	26% will score at level 3					
			IA.2. Transfer students	IA.2. Have an assessment packet prepared and on-hand to assist in determining the proficiency level of transfer students.	IA.2. Classroom Teachers	IA.2. Teachers will monitor student progress with ongoing formative instruments.	IA.2. Go Math Assessments Discovery Education Classroom Walk-throughs FCAT scores
			IA.3.	IA.3.	IA.3.	IA.3.	IA.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			IB.2.	IB.2.	IB.2.	IB.2.	IB.2.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Additional planning time needed	2a.1. Teachers will appropriately use differentiated learning centers to offer challenges to high achievers. (Guided math)	2a.1. Classroom teacher Math Coach Administrators	2a.1. Teachers will assess students using classroom assessments routinely and frequently.	2a.1. Classroom Assessments FCAT scores
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students who achieve above proficiency will improve by 3% for 2012/13.	15% (28) students scored at levels 4 and 5	18%					
			2A.2. Additional planning time needed	2A.2. Implement the use of Center-Stage Centers	2A.2. Classroom teacher Math Coach Administrators	2A.2. Teachers will assess students using classroom assessments routinely and frequently.	2A.2. Classroom Assessments FCAT scores
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. lack of math background at home	3A.1. Host an instructional Family Fun Night in which parents receive specific information about the math curriculum in one room while the students participate in fun grade level math centers in the lunchroom.	3A.1. Select Classroom Math Teachers Administrators Parents reinforcing at home	3A.1. Evaluation form to be completed by the parents at the conclusion of the event	3A.1. Classroom Assessments FCAT
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of students making learning gains will increase by 3%.	44%	47%			
	3A.2. student’s perception of their inability and lack of motivation	3A.2. Classroom Teachers will make a concerted effort to give verbal praise when struggling students master a concept and to give ongoing encouragement to the students that they can achieve.	3A.2. Classroom Teachers Parents Reinforcing at home	3A.2. Monitor formative assessments and individual student/teacher conferences as needed	3A.2. Classroom Assessments FCAT
	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Transportation for students before or after school	4A.1. Offer before or after-school computer instruction two days per week for all 3-5 math students who scored a one or two on the FCAT.	4A.1. Classroom Teachers (volunteers) Math Committee Computer Lab Tech.	4A.1. The math committee will monitor attendance, transportation issues, and progress in learning.	4A.1. computer generated assessments Discover Ed Math Assessment Classroom Math Assess.
Mathematics Goal #4: The percentage of students in the lowest quartile making learning gains will increase by 3%.	<u>2012 Current Level of Performance:*</u> 50%	<u>2013 Expected Level of Performance:*</u> 53%					
			4A.2. student’s perception of their inability and lack of motivation	4A.2. Classroom Teachers will make a concerted effort to give verbal praise when struggling students master a concept and to give ongoing encouragement to the students that they can achieve.	4A.2. Classroom Teachers Parents Reinforcing at home	4A.2. Monitor formative assessments and individual student/teacher conferences as needed	4A.2. Classroom Assessments FCAT
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: In six years, the achievement gap in reading will be reduced by 4%.	Baseline data 2010-2011		White: 53% Black: 36% Students with Disabilities:38% Economically Disadvantaged: 53%	White:61% Black: 47% Students with Disabilities:37% Economically Disadvantaged: 49%	White:65% Black: 52% Students with Disabilities:43% Economically Disadvantaged: 54%	White:69% Black: 57% Students with Disabilities:49% Economically Disadvantaged: 59%	White:73% Black: 63% Students with Disabilities:56% Economically Disadvantaged: 64%	White:77% Black: 68% Students with Disabilities:62% Economically Disadvantaged: 70%	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: White students making satisfactory progress in math will increase by 8% African American students making satisfactory progress in math will increase by 24%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5B.1. White: Black: Hispanic: Asian: American Indian: Barriers for all subgroups: Transportation for students before or after school	5B.1. Offer before or after-school computer instruction two days per week for all 3-5 math students who scored a one or two on the FCAT.	5B.1. Classroom Teachers (volunteers) Math Committee Computer Lab Tech.	5B.1. The math committee will monitor attendance, transportation issues, and progress in learning.	5B.1. computer generated assessments Discover Ed Math Assessment Classroom Math Assess.		
	White: 53% Black: 23% Hispanic: N/A Asian: N/A American Indian: N/A	White: 61% Black: 47% Hispanic: N/A Asian: N/A American Indian: N/A		5B.2. student's perception of their inability and lack of motivation	5B.2. Classroom Teachers will make a concerted effort to give verbal praise when struggling students master a concept and to give ongoing encouragement to the students that they can achieve.	5B.2. Classroom Teachers Parents Reinforcing at home	5B.2. Monitor formative assessments and individual student/teacher conferences as needed	5B.2. Classroom Assessments FCAT	
				5B.3. lack of math background at home	5B.3. Host an instructional Family Fun Night in which parents receive specific information about the math curriculum in one room while the students participate in fun grade level math centers in the lunchroom.	5B.3. Select Classroom Math Teachers Administrators Parents reinforcing at home	5B.3. Evaluation form to be completed by the parents at the conclusion of the event	5B.3. Classroom Assessments FCAT	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <i>Waiting on state data.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1 Transportation for students before or after school	5D.1. Offer before or after-school computer instruction two days per week for all 3-5 math students who scored a one or two on the FCAT.	5D.1. Classroom Teachers (volunteers) Math Committee Computer Lab Tech.	5D.1. The math committee will monitor attendance, transportation issues, and progress in learning.	5D.1. computer generated assessments Discover Ed Math Assessment Classroom Math Assess.
Mathematics Goal #5D: <i>Target met for students with disabilities</i>	2012 Current Level of Performance:* <i>22%</i>	2013 Expected Level of Performance:* <i>37%</i>					
			5D.2. student's perception of their inability and lack of motivation	5D.2. Classroom Teachers will make a concerted effort to give verbal praise when struggling students master a concept and to give ongoing encouragement to the students that they can achieve.	5D.2. Classroom Teachers Parents Reinforcing at home	5D.2. Monitor formative assessments and individual student/teacher conferences as needed	5D.2. Classroom Assessments FCAT
			5D.3. lack of math background at home	5D.3. Host an instructional Family Fun Night in which parents receive specific information about the math curriculum in one room while the students participate in fun grade level math centers in the lunchroom.	5D.3. Select Classroom Math Teachers Administrators Parents reinforcing at home	5D.3. Evaluation form to be completed by the parents at the conclusion of the event	5D.3. Classroom Assessments FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. White: Black: Hispanic: Asian: American Indian: Barriers for all subgroups: Transportation for students before or after school	5E.1. Offer before or after-school computer instruction two days per week for all 3-5 math students who scored a one or two on the FCAT.	5E.1. Classroom Teachers (volunteers) Math Committee Computer Lab Tech.	5E.1. The math committee will monitor attendance, transportation issues, and progress in learning.	5E.1. computer generated assessments Discover Ed Math Assessment Classroom Math Assess.
Mathematics Goal #5E: Economically Disadvantaged students making satisfactory progress in math will increase by 16%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%	49%					
			5E.2. student's perception of their inability and lack of motivation	5E.2. Classroom Teachers will make a concerted effort to give verbal praise when struggling students master a concept and to give ongoing encouragement to the students that they can achieve.	5E.2. Classroom Teachers Parents Reinforcing at home	5E.2. Monitor formative assessments and individual student/teacher conferences as needed	5E.2. Classroom Assessments FCAT
		5E.3. lack of math background at home	5E.3. Host an instructional Family Fun Night in which parents receive specific information about the math curriculum in one room while the students participate in fun grade level math centers in the lunchroom.	5E.3. Select Classroom Math Teachers Administrators Parents reinforcing at home	5E.3. Evaluation form to be completed by the parents at the conclusion of the event	5E.3. Classroom Assessments FCAT	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Smart Tech.	K-5	District TOSA	All regular classroom teachers	After-school meetings TBA	Administrator Class Walk-throughs	Administrator, Math Coach, Tech. TOSA
Kagan Strategies with Common Core Math Practices	K-5	District STS (Jeremy Centeno)	All regular classroom teachers	During grade level meeting and after school meetings	STS CWT's and Monitoring of Lesson Plans for Mathematical Practices and Best Practices, with Drop-ins for Math Training	Administrator and STS in Math

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Rule 6A-1.099811
Revised April 29, 2011

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Book Study	K-5	Math Team	Math Committee members	Monthly meetings	Math Committee Leader will conduct a survey of team members.	Math Committee Team Leader
Center Stage Math	K-5	Math Committee	All regular classroom teachers	During grade level meeting and after school meetings	Math Committee Leader will conduct a survey of math teachers	Math Committee Team Leader
CRISS Strategies	K-5	District STS (Jeremy Centeno)	All regular classroom teachers	During grade level meeting and after school meetings	STS CWT's and Monitoring of Lesson Plans for Mathematical Practices and Best Practices, with Drop-ins for Math Training	Administrator and STS in Math

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Family Math Night, 3-5	Playing cards for math activities; dice; paper for producing FCAT handouts and activity sheets/tips for parents	Title 1	\$710.80
Family Math Night, K-2	Playing Cards for math activities; dice; paper for producing hand-outs with Common Core Math Standards handouts and activity sheets/tips for parents.	Title 1	\$635.80
			Subtotal:\$1346.60
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Title to be determined by Math Committee vote	Title 1Funds	\$100.00
Improve Math Instruction	Substitute teachers and stipends	Title I Funds	\$2321.00
			Subtotal:\$2421.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Small Group Instruction and Intervention	Salaries and benefits of Paraprofessionals	Title 1	48,110.00

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Improve Math Instruction	Stipends for Summer Planing	Title I Funds	\$1834.00
Reduce Class Size	Salaries and benefits of classroom teacher	Title I funds	\$54,821.00
Improve Math Instruction	Supplemental Instructional materials and Supplies	Title I Funds	\$2041.00
			Subtotal:\$106,806.00
			Total:110,573.60

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Limited exposure to key science concepts prior to fifth grade	1A.1. Implement the new Harcourt Fusion Science Curriculum K -2.	1A.1. K-2 Classroom Teachers	1A.1. Administrator Classroom Walk-throughs	1A.1. Harcourt Assessments
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students achieving proficiency (FCAT Level 3) in science will increase by 2%.	28% (19) students scored at level 3	30%					
			1A.2. Limited exposure to science background knowledge (life experiences)	1A.2. Use the school science lab resources to provide hands-on learning experience.	1A.2. Classroom Teachers	1A.2. Monitoring of the science lab sign-out sheet Administrator's periodic check of lesson plans	1A.2. Harcourt Assessments
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Scheduling guest speakers	2A.1. Make use of community resources to enrich the science curriculum.	2A.1. Classroom Teachers	2A.1. At the end of the year the science committee will conduct a survey among class teachers about all science guest speakers.	2A.1. Discovery Ed. Assessments
Science Goal #2A: The percentage of students scoring at levels 4 and 5 will increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	12% (8) students scored at levels 4 and 5	13%					
			2A.2. Volunteers needed	2A.2. Solicit volunteer assistance in organizing the science lab materials and equipment	2A.2. Volunteer Coordinator	2A.2. Volunteers will provide evaluative feedback.	2A.2. Discover Ed Assess.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Comprehension Lesson Study with Emphasis in Non-Fiction Text (Science Content)	5 (possibly including other grade levels)	Elizabeth Mapoles	Grade Level Teachers	Fall and Spring Lesson Study Cycle	Surveys of teacher reflection	District School Improvement Plan Contact and STS

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
Family Science Night	Paper and materials for hands-on science activities to be done with parents. Each grade level will choose their science activity. Families who participate will be given handouts containing activities that	Title 1	\$692.96

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	can be done at home to extend the learning/focus.		
			Subtotal: \$692.96
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
Improve Science Instruction	Supplemental materials and supplies	Title I Funds	\$680.00
			Subtotal:\$680.00
			Total: \$1372.96

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Providing enough writing practice	1A.1. Implement the school-wide usage of monthly writing prompts which embed PBS concepts, with collaborative grading among grade group teachers. Exemplars and anchor papers will be used from Florida DOE and rolled out at monthly faculty meetings.	1A.1. Writing Committee Art Teacher serving as the prompt writer	1A.1. Administrative classroom walk-throughs and checking lesson plans	1A.1. Student scores on Pre and Post Tests for each grade level
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Overall writing performance will improve by 3%.	81% (50) students scored at level 3 or higher	84%					
			1A.2. Lack of vocabulary	1A.2. Use word walls effectively, by continually adding and deleting throughout the year, so that it is an enrichment language resource for writing.	1A.2. Classroom Teachers	1A.2. Administrative Classroom Walk-throughs	1A.2. Student scores on Pre and Post Tests for each grade level
			1A.3. Parental attendance at events and student’s lack of background life experiences	1A.3. The visual art teacher will provide literacy experiences to K-5 students which particularly address the acquisition and use of precise words, the writing of explanatory text and the accurate use of conventions. These experiences will be provided at parental involvement Art Nights and in art/writing lessons for fourth grade.	1A.3. Visual Art Teacher	1A.3. Art Teacher will compile and analyze data.	1A.3. Parental evaluation form FCAT Reading Art Classroom assessments FCAT Writes
			1A.4. Students lack of grammar knowledge	1A.4. One day a week every other week - writing in response to reading with a move toward writing in response to science and/or social studies content with an emphasis on revision. For grades 4 and 5 - 90 minutes of writing (30 direct and 60 practice). For grades 2 and 3 – 60 minutes (15 direct and 45 practice) For grades K and 1 – guided instruction with teacher and practice in a center	1A.3. Voluntary	1a.3.	1A.3.

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Faculty Meeting and Pre-service professional development from Writing Committee Chair (Grammar and Conventions Target)	3-5	Tracey Anderson	All teachers	Wednesday, Monthly Faculty Meetings	Lesson Plans and Grade Level Meetings	Administration and Writing Committee Chair

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
Art/Reading/Writing Nights Fall, 3-5 grades Spring, Pre-K – 2 nd grades	Small canvases, paper, paint brushes, paint, Styrofoam trays, paper towels.	Title I funds	\$489.32
			Subtotal: \$489.32
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Training	Stipends and Substitute Teachers	Title I funds	\$2321.00
			Subtotal: 2321.00
Other			

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Strategy	Description of Resources	Funding Source	Amount
Improve Writing Instruction	Supplemental Supplies and materials	Title I Funds	680.00
			Subtotal:680.00
			Total: \$3490.32

End of Writing Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Parental Awareness of the impact of regular school attendance	1.1. Communicate to parents using a variety of media and in-person opportunities which stress the critical importance of attendance for student success, noting the consequences of chronic absences, tardies, and checking-out of school early.	1.1. Principal, Classroom teacher, Guidance Counselor	1.1. Administrator will review the attendance records to note impact of communication with parents. Guidance Counselor periodically check the number of absences/tardies/check-outs to determine appropriate consequences.	1.1. Attendance records
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The attendance rate will improve by 1%.	2012 ADA 94% (413)	2013 ADA 95%					
	<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>					
	198 students	196 students					
	<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>					
	86 students	84 students					
			1.2. Lack of parental attendance at CST meeting	1.2. Attendance CSTs will be scheduled.	1.2. Guidance Counselor and Classroom Teachers	1.2. Administrator or designee will monitor attendance records.	1.2. FOCUS
			1.3. Lack of student motivation to attend regularly	1.3. Provide incentives for students to want to attend school such as attendance awards and fun, exciting activities and help students experience consequences when there are chronic absences.	1.3. Administration Classroom Teachers Guidance Counselor	1.3. Discussions at periodic faculty meetings	1.3. FOCUS attendance records

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Attendance 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
Framework for Poverty	K-5	District STS	All Teachers	During school with subs. Paid for by Title I	Amy Slay, Parent Liaison, Will be Tracking Data on the I Drive	Amy Slay and Administration

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
Ruby Payne, “Framework for Understanding Poverty”	Books for course, \$25 per Participant and substitute teachers	Title 1	\$774.00
			Subtotal: \$774.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Total: \$774.00

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Clarification and unification	1.1. Implement second year of PBS with special emphasis on educating students in specific appropriate school behavior.	1.1. PBS Team	1.1. The Guidance Counselor will monitor the suspension data with the team.	1.1. Data Analysis of ODRs
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The total number of suspensions will decrease by 5%.	0 In-School Suspension was not an option	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	106	101					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	51 students were suspended	48 students					
			1.2. Teacher “buy-in”	1.2. Continue RtI behavior intervention for students at risk of a suspension.	1.2. RtI Coach and Guidance Counselor	1.2. RtI Coach and classroom teachers will document the protocol followed in monitoring RtI students	1.2. FOCUS data
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS update by PBS Team	K-5	PBS Team	Entire Faculty	Pre-school In-service day	The PBS Team meets monthly to analyze data and refine the program	PBS Team and Administration
SS GRIN (Social Skills Group Intervention)	K-5	Guidance Counselor	One teacher per grade level	TBA	Guidance Counselor will monitor implementation.	Guidance Counselor and Administration
Bullying Prevention	K-5	Guidance Counselor	Entire Faculty	After School Faculty Meetings TBA	Guidance Counselor will monitor PBS data	Guidance Counselor and Administration

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
SS Grin	One year's On-Line course and Resources; copy expenses for handouts, Substitute Teachers and stipends for summer planning.	Title 1	\$2608.00
			Subtotal: \$2608.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total: \$2608.00

End of Suspension Goals

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Parent Involvement Goal(s)

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

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) 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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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Website Training	Consultant fees, materials and supplies	Title I Funds	\$560.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase parent involvement	Salaries of Parent Liaison	Title I funds	\$10, 238.00
Increase parent involvement	Refreshments, materials and supplies	Title I funds	\$1741.00
			Subtotal: \$11979.00
			Total: \$12539.00

End of Parent Involvement Goal(s)

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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: The percentage of students achieving proficiency (FCAT Level 3) in science will increase by 1%.	1.1. Limited exposure to key science concepts prior to fifth grade	1.1. Implement the new Harcourt Fusion Science Curriculum K -2.	1.1. K-2 Classroom Teachers	1.1. Administrator Classroom Walk-throughs	1.1. Harcourt Assessments
	1.2. Limited exposure to science background knowledge (life experiences)	1.2. Use the school science lab resources to provide hands-on learning experience.	1.2. Classroom Teachers	1.2. Monitoring of the science lab sign-out sheet Administrator's periodic check of lesson plans	1.2. Harcourt Assessments
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Paula Weaver Professional Development Sessions (Science Pacing Guide)	3-5	STS	3-5 Teachers	During the Spring of the School Year	Lesson Plan Monitoring	Administration and Science Committee Chair
Science Textbook Training	K-2	District Media Specialist	K-2 Teachers	Summer 2012	Lesson Plan Monitoring	Administration and Science Committee Chair
MCSSES Science Guy (Science Labs and Outdoor Ed.)	K-5	Jack Creel	K-5 Faculty	Ongoing over the course of the school year	Teacher Professional Development Surveys at the end of the year	Jack Creel

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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
Hands-On learning in science labs	Salaries and benefits for Paraprofessional	Title I Funds	\$12,211.00
Improve Science Instruction	Supplemental materials and supplies	Title I Funds	680.00
			Subtotal: \$12,891.00
			Total: \$12,891.00

End of STEM Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$80,732.92
CELLA Budget	Total:
Mathematics Budget	Total: \$111,284.40
Science Budget	Total: \$1372.96
Writing Budget	Total: \$3490.32
Civics Budget	Total: N/A
U.S. History Budget	Total: N/A
Attendance Budget	Total: \$774.00
Suspension Budget	Total: \$2608.00
Dropout Prevention Budget	Total: N/A
Parent Involvement Budget	Total: \$12,539.00
STEM Budget	Total: \$12,891.00
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$225,692.60

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

--

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

--

Describe the projected use of SAC funds.	Amount
Funding support for school wide Reading, Science, and Math Days	\$1262

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