

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: Wetherbee Elementary	District Name: OCPS
Principal: Belinda Reyes	Superintendent: Barbara Jenkins
SAC Chair: Meigan Rivera	Date of School Board Approval: 1/29/13

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)
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Principal	Belinda Reyes	School Principal (all levels) English (grades 6-12)	1	9	2011-2012 Grade A 68% Meeting High Standard Reading 62% Meeting High Standard Math 2010-2011 Grade B 70% Meeting High Standard Reading 65% Meeting High Standard Math 2009-2010 Grade A 85% AYP 69% Meeting High Standard Reading 69% Meeting High Standard Math 2008-2009 Grade A 95% AYP 65% Meeting High Standard Reading 68% Meeting High Standard Math 2007-2008 Grade C 79% AYP 53% Meeting High Standard Reading 56% Meeting High Standard Math 2006-2007 Grade A 97% AYP 65% Meeting High Standard Reading 61% Meeting High Standard Math
Assistant Principal	Erica Barth	Ed Leadership (K-12) ESOL (K-12) Pre-K-3rd	1	1	2011-2012 Grade A 68% Meeting High Standard Reading 62% Meeting High Standard Math

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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)
Elementary Education	Julie Johnson	MS Elementary Reading ESOL Reading Endorsement	1	4	2011-2012 Grade A 68% Meeting High Standard Reading 62% Meeting High Standard Math 2009-2010 Grade A 85% AYP 69% Meeting High Standard Reading 69% Meeting High Standard Math 2008-2009 Grade A 95% AYP 65% Meeting High Standard Reading 68% Meeting High Standard Math 2007-08 Grade C 79% AYP 53% Meeting High Standard Reading 56% Meeting High Standard Math 2006-2007 Grade A 97% AYP 65% Meeting High Standard Reading 61% Meeting High Standard Math
Elementary Education	Cindy Drummond	MS Elementary (K-6) ESOL	1	4	2011-2012 Grade A 68% Meeting High Standard Reading 62% Meeting High Standard Math 2009-2010 Grade A 85% AYP 69% Meeting High Standard Reading 69% Meeting High Standard Math 2008-2009 Grade A 95% AYP 65% Meeting High Standard Reading 68% Meeting High Standard Math 2007-08 Grade C 79% AYP 53% Meeting High Standard Reading 56% Meeting High Standard Math 2006-2007 Grade A 97% AYP 65% Meeting High Standard Reading 61% Meeting High Standard Math
Elementary Education	Meigan Rivera	Elementary (K-6) ESOL Media Specialist Education Leadership	1	0	2011-2012 Grade A 68% Meeting High Standard Reading 62% Meeting High Standard Math

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teachers Meeting (monthly)	Instructional Coach	on-going
2. New Teachers and mentor collaboration	Instructional Coach	on-going
3.		
4.		

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	4% (2)	31% (15)	46% (22)	19% (9)	40% (19)	100% (48)	15% (7)	2% (1)	79% (38)

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
Judith Robinson	Georgette Black	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations
Emily Arcaya	Karen Pope	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations

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Morgan Frank	Zenaida Perez	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations
Clara Rivera	Nadia Erriah	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations
Judeth Parker	Janet Adisano	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations
Sonia Rosado	Monica Davila	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations
Kristen Knight	Carol Shirley	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations
Estrella Pereira	Camille Rosa	Same grade level master teacher	Monthly Meetings Instructional Coach Observations Mentor Observations

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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 Wetherbee Elementary is a Title I school for the 2012-2013 school year and use funds provided to implement our school improvement goals. This year Title I money is being spent to ensure students requiring remediation are assisted through tutoring during the school day. We adhere to all the Title I program requirements and maintain all required documentation throughout the school year. We work with the Title I department of Orange County.
Title I, Part C- Migrant
Title I, Part D
Title II This year our Title II dollars will be spent to provide Professional Development for data analysis in addition to Professional Learning Communities in the area of MTSS. Teachers will receive follow up training on RtI. We will then use full day substitutes for each grade level to work on data analysis and CIA planning. An additional day will be used for the grade levels to ensure implementation of intervention support and documentation is completed.
Title III Wetherbee benefits from Title III money through our district Multilingual Services Department. We have a resource teacher and instructional coach who assist with planning and instructing our other language learners. They work with teachers and our ESOL students, conduct model lessons, work with LEP students in small groups and assist with other interventions as needed.
Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide additional tutors for our Level 1 and Level 2 readers. These positions at Wetherbee will also provide remediation and additional reading instruction for our 3rd, 4th, and 5th grade students.
Violence Prevention Programs The school offers non-violence and anti-drug programs to students that incorporate field trips, service learning, counseling and school wide events promoting character education. Students at Wetherbee are given frequent exposure to many exciting programs designed to enhance the curriculum. These programs include drug education, the OCPS Character traits' education program, Student Council and National Elementary Honors Society.
Nutrition Programs Wetherbee offers a Universal Breakfast program. This affords every student the opportunity to enjoy a nutritious breakfast each morning. Blessings in a Backpack assists us in providing food for all our children who qualify for free and reduced meals to take home each weekend.
Housing Programs

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Head Start
Adult Education
Career and Technical Education Wetherbee has implemented Destination College in third, fourth and fifth grade. Destination College teaches organizational skills and learning strategies that will motivate and encourage students to attend college. The skills learned will provide a foundation for college readiness and workforce success.
Job Training
Other
<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Principal – Belinda Reyes

Assistant principal – Erica Barth

Francisca Ovitt

Stephanie Sloan

Estrella Pereira

Kristen Thomas

Camille Rosa

Julie Adams

Cindy Drummond

Meigan Rivera

Principal: Accelerates the momentum by setting high expectations for the use and success of the RtI process when providing the baseline outlook for the development of RtI and oversees the implementation of the process. Ensures support and documentation to increase academic/behavior instruction at the various tiers. Also, examines RtI plans and activities with parents and stakeholders.

Select General Education Teachers (Primary and Intermediate): Focuses on core instruction and work to ensure that the student needs of Tier 1, 2, and 3 are being met through interventions and other strategies.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, focus on assistance with Tier 3 needs and work in tandem with the general education teachers to assure needs are being met.

Instructional Coach: Uses data to guide instruction and works in collaboration with district personnel to identify proven research based methods of instruction that provide proven strategies; assists with data collection and progress monitoring and conducts professional development activities which supplement the classroom instruction.

Reading Coach: Provides guidance on K-5 reading plan; analyzes data; participates in progress monitoring; assists teachers with data-based lesson planning; supports Tier 1,2,3 intervention plans.

School Psychologist: Provides support generated from careful analysis and interpretation of data; provides support for intervention and works to ensure fidelity during the assistance process.

Math Coach: Provides guidance on K-5 math plan; analyzes data; participates in progress monitoring; assists teachers with data-based lesson planning; supports Tier 1,2,3 intervention plans.

CCT: Schedules meetings for ELL students receiving additional support through MTSS/RtI, invites participants, ensures coverage for teachers(as needed), conducts and maintains focus of the meeting, sets and monitors time limits, schedules follow-up meetings and invites participants to follow-up meeting(s).

LEA Rep: Schedules meetings for ESE students receiving additional support through MTSS/RtI, invites participants, ensures coverage for teachers(as needed), conducts and maintains focus of the meeting, sets and monitors time limits, schedules follow-up meetings and invites participants to follow-up meeting(s).

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RtI Coach: Schedules RtI meetings, invites participants, ensures coverage for teachers(as needed), conducts and maintains focus of the meeting, sets and monitors time limits, schedules follow-up meetings and invites participants to follow-up meeting(s).

Resource Team: Assists with progress monitoring and the professional development activities that support intervention with students. Provides support with planning, evaluation of data, and problem solving as it pertains to instruction and Literacy Leadership Team (LLT)

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

The team meets every two weeks to discuss grade level data, identify students who are meeting expectations, not meeting benchmarks, or who are below benchmark standards. The team will identify necessary interventions and implement plans to share effective practices, evaluate plan implementation, and make decisions on further interventions. The team will assist with professional development as determined by need.

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?

The RtI Leadership Team met with the School Advisory Council (SAC), students, parents and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets.

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.
Reading, Math, Science, Writing

Baseline data: Progress Monitoring and Reporting Network(PMRN), FAIR, Edusoft(Reading, Math & Science), Florida Comprehensive Assessment Test(FCAT), Write Score Writing, Envision Beginning of the Year assessment.

Progress Monitoring: PMRN, FCAT Simulation, Edusoft mini assessments, Success Maker, Quin Writing assessments, Imagine IT! skills assessments

Midyear: Florida Assessments for Instruction in Reading(FAIR), Edusoft(Reading, Math & Science), Success Maker, Write Score Writing, Envision Math Middle of the Year assessment

End of year: FAIR, Edusoft(Reading, Math & Science), FCAT, Success Maker, Write Score Writing, Envision Math End of the Year assessment

Frequency of Data Days: twice a month for data analysis

Behavior: Positive Behavior Support Plan(PBS)

RtI Behavior Flow Chart

Behavior Data Collection Forms

Behavior Team Leader PLC/Data Analysis (monthly)

Discussion of Data Collected: Duration, Frequency, and Location

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Describe the plan to train staff on MTSS.

Professional development will be provided for teachers. Follow-up sessions have been planned during planning periods throughout the year. The MTSS team will monitor staff professional development needs during Leadership team meetings.

Describe the plan to support MTSS.

Provide regularly scheduled meetings to ensure continuum of services for students as well as support and training for the MTSS team members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Belinda Reyes

Erica Barth

Julie Adams

Cindy Drummond

Meigan Rivera

Licette Nieves-Catania

Judith Robinson

Nicole Seagraves

Emily Arcaya

Judeth Parker

Brenda Melendez

Sonia Rosado

Carol Shirley

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

The LLT will convene monthly as a PLC. The team's major roles are to promote literacy school-wide and execute literacy activities for parents and students during Family Literacy Events. The LLT will also research and discuss best practices in teaching reading. The momentum will be accelerated by educating all stakeholders how literacy crosses all curriculums and combines together to support the shifts in Common Core.

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

One of the major goals of the LLT this year is monitoring the use and effectiveness of intervention programs K-5. These intervention programs include Triumphs and Phonemic Awareness. Another major goal is to increase parent involvement and participation of our Family Literacy Events. We will stretch all students beyond their expectations by providing college and career ready curriculum and support in addition to continue to close the learning gaps through the RtI multi-tier system of support.

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.

We will assist our preschool children in transition by offering a Kindergarten orientation introducing students and parents to the Kindergarten curriculum. We will be sending flyers out to neighboring Pre-k programs to invite them to our orientation event. Kindergarten teachers will administer Kindergarten screening in the summer to determine Kindergarten readiness.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

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

Postsecondary Transition

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

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

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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Insufficient Reading Application	1A.1. Implement strategies such as Smart 7 or QAR to improve comprehension.	1A.1. CRT Reading Coach Principal	1A.1. Ongoing progress monitoring of common assessments, classroom observations, Success Maker	1A.1. Student Formative Assessments Student Self-Progress Monitoring Reports		
Reading Goal #1A: 68% of our students scored proficient on FCAT Reading. Reading Application will be a focus this year to boost that strand. The next lowest strand was Informational Text and Research. This will also be a school-wide focus for the year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68% (143)	71% (149)					

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		1A.2. Deficient use of Information Text and Research	1A.2. Implement strategies to improve the strand of Informational text and research with an emphasis in the content of Science.	1A.2. CRT Reading Coach Science Coach Classroom teachers	1A.2. Lesson Plan Reviews Success Maker	1A.2. Formative Assessments Progress Monitoring Meetings Student Self-Progress Monitoring Reports	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: <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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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. The need to enrich medium-high achieving students	2A.1. Differentiate instruction during the reading block to enrich high achieving students	2A.1. CRT Reading Coach Teachers Principal	2A.1. Lesson Plan reviews Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.1. Student Formative Assessments Student Self-Progress Monitoring Reports		
<u>Reading Goal #2A:</u> <i>37% of our students scored above proficiency on FCAT Reading. Preliminary data shows that we need to increase the number of students scoring at levels 4 and 5.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37% (77)	42% (88)					
		2A.2. Inadequate enrichment of high achieving students	2A.2. Provide a teacher pursuing Gifted endorsement to supply differentiated instruction every day	2A.2. CRT Reading Coach Teachers	2A.2. Lesson Plan reviews Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.2. Student Formative Assessments Student Self-Progress Monitoring Reports	
		2A.3. Lack of rigor is evident	2A.3. Include higher order questions and thinking activities to promote rigor through instruction	2A.3. CRT Reading Coach Teachers	2A.3. Lesson Plan reviews Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.3. Student Formative Assessments Student Self-Progress Monitoring Reports	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Inadequate rigor implementation	3A.1. Include higher level questioning and activities to promote rigor through instruction	3A.1. CRT Reading Coach Teachers Principal	3A.1. Lesson Plan reviews Ongoing progress monitoring of common assessments, classroom observations, Success Maker	3A.1. Student Formative Assessments Student Self-Progress Monitoring Reports		
Reading Goal #3A: The data shows that 74% of our students made learning gains on the 2011 FCAT Reading. By 2012 FCAT, 76% of our students will demonstrate learning gains in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	74% (155)	76% (160)					
		3A.2. Unsatisfactory Differentiated Instruction	3A.2. Differentiate instruction for all students during the reading block With an emphasis in the Science content area.	3A.2. CRT Reading Coach Science Coach Teachers Principal	3A.2. Lesson Plan reviews Coaching/modeling observation/conferences Ongoing progress monitoring of common assessments, classroom observations, Success Maker	3A.2. Student Formative Assessments Student Self-Progress Monitoring Reports	
		3A.3. Inefficient Vocabulary Instruction	3A.3. Incorporate effective vocabulary strategies Emphasize the academic area in the Science content area.	3A.3. CRT Reading Coach Science Coach Teachers	3A.3. Lesson Plan reviews Common Board Configuration Focus Wall Reading Coach observations/conferences	3A.3. Student Formative Assessments Student Self-Progress Monitoring Reports	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of proper supplemental programs	4A.1. Plan supplemental instruction for students not responding to core. Focus of instruction is determined by FAIR/Edusoft data.	4A.1. CRT Reading Coach	4A.1. Success Maker BM mini-assessments	4A.1. RtI graphing Ongoing Progress Monitoring		
<u>Reading Goal #4A:</u> Data shows that 69% of our students in lowest 25% made learning gains. We will monitor our lowest 25% through progress monitoring meetings held every two weeks.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69% (33)	72% (35)					
		4A.2. Ineffective Intervention Programs	4A.2. Plan targeted intervention for students not responding to core plus supplemental. Interventions will be matched to individual student needs, be research-based and provided during intervention time.	4A.2. CRT Reading Coach Classroom Teacher	4A.2. Triumphs Intervention Program SRA "The Reading Tutor" Phonemic Awareness Corrective Reading	4A.2. RtI graphing On-going progress monitoring	

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		4A.3. Poor implementation of core program	4A.3. Determine core instructional needs by reviewing FAIR/Edusoft data for students. Plan differentiated instruction using research-based instruction within the 90minute reading block.	4A.3. CRT Reading Coach Classroom Teacher	4A.3. Imagine IT! Reading Program	4A.3. Imagine IT! Assessments Student Formative Assessments Student Self-Progress Monitoring Reports	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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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%.	Baseline data 2010-2011	68% (143)	71%(146)	74%(149)	77%(152)	80%(155)	84%(158)
<u>Reading Goal #5A:</u> In six years, 84% of our students will meet high standards of level 3 or above.							
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.	5B.1. White: Black: Hispanic: Asian: American Indian: Cultural Shift is needed for teachers to take ownership of the Progress monitoring system	5B.1. Train Academic Team Leaders to Implement PLCs and PM meetings to ensure student achievement among our students. Teachers will focus on results and collaborate about how to intervene as needed. Pilot school for Black and Hispanic male study.	5B.1. Classroom Teachers Rtl team Reading Coach Principal	5B.1. PLC visits PM forms Student, Parent, Teacher surveys	5B.1. Rtl graphing Surveys Student Formative Assessments Student Self-Progress Monitoring Reports		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Approximately 30% of our student subgroups did not make AYP in 2012. Current data shows 70% of our students scored a level 3 or above in Reading.</i></p>							
	White: 74% Black: 48% Hispanic: 70% Asian: 84% American Indian: NA	White: 76% Black: 52% Hispanic: 73% Asian: 85% American Indian: NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Cultural Shift is needed for teachers to take ownership of the Progress monitoring system	5C.1. Train Academic Team Leaders to Implement PLCs and PM meetings to ensure student achievement among our ELL students. Teachers will focus on results and collaborate about how to intervene as needed.	5C.1. Classroom Teachers Rtl team Principal	5C.1. PLC visits PM forms	5C.1. Rtl graphing		
<u>Reading Goal #5C:</u> <i>Current data shows approximately 61% of our students scored a level 3 or above in Reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61%	64%					
		5C.2. Ineffective inclusion of Academic Vocabulary	5C.2. Incorporate effective vocabulary strategies	5C.2. CRT Reading Coach Teachers Principal Assistant Principal	5C.2. Lesson Plan reviews Coaching/modeling observation/conferences Ongoing progress monitoring of common assessments, classroom observations, Success Maker	5C.2. Student Formative Assessments Student Self-Progress Monitoring Reports	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Cultural Shift is needed for teachers to take ownership of the Progress monitoring system.	5E.1. Train Academic Team Leaders to Implement PLCs and PM meetings to ensure student achievement among our economically disadvantaged students. Teachers will focus on results and create a climate of collaboration to intervene as needed.	5E.1. Classroom Teachers Reading Coach Rtl team Principal Assistant Principal	5E.1. PLC visits PM forms Ongoing progress monitoring	5E.1. Rtl graphing Student Formative Assessments		
Reading Goal #5E: <i>Approximately 63%% of our ED students scored a level 3 or above on FCAT in 2012.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	63% (60)	66% (63)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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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
Integrating Science into Content Areas	Reading K-5	CRT Reading Coach Science Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Reading Coach Science Coach Principal Assistant Principal
Common core	Reading K-5	CRT Reading Coach Science Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Reading Coach Science Coach Principal Assistant Principal
Differentiation for Real Classrooms	Reading K-5	CRT	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Reading Coach Principal Assistant Principal
Rigor...A Deeper Look	Reading k-5	Instructional Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Reading Coach Principal Assistant Principal

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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
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 Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Ineffective inclusion of Academic Vocabulary	1.1. Opportunities provided for students to practice academic language in small groups	1.1. CT Teachers	1.1. Teacher observation Ongoing progress monitoring	1.1. CELLA	
CELLA Goal #1: <i>Current data shows that 60% of our students testing CELLA were proficient in listening and speaking for 2012.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	60% (110)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Deficient in decoding skills and fluency	2.1. Opportunities provided for students to practice choral reading and shared reading activities	2.1. CT Teachers	2.1. Teacher observation Ongoing progress monitoring	2.1. CELLA	

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<p><u>CELLA Goal #2:</u> <i>Current data shows that 40% of our students testing CELLA were proficient in Reading for 2012.</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>40% (72)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Deficient graphic phonic skills	2.1. Train in use of dictionary skills Opportunities provided for writing practice through free write, prompts, journals	2.1. CT Teachers	2.1. Teacher observation Ongoing progress monitoring Use of Rubric	2.1. CELLA	
CELLA Goal #3: <i>Current data shows that 39% of our students testing CELLA were proficient in Reading for 2012.</i>	2012 Current Percent of Students Proficient in Writing :					
	39% (71)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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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.	1A.1. Lack of intervention block implementation	1A.1. Implement a 90 minute Math block that includes 30 minutes of intervention for students not responding to core instruction. Interventions include Success Maker, Fastt Math, Focus Math Intervention diagnostic kits	1A.1. Math Coach Classroom Teacher	1A.1. Math Coach Observations Ongoing progress monitoring of common assessments Classroom observations	1A.1. Edusoft Envision Topic Assessments Student Formative Assessments Student Self-Progress Monitoring Reports		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Approximately 62% of our students scored a level 3 or above on FCAT Math in 2012. We will continue to progress monitor all students in math and provide a math intervention block for Tier 2 and 3 students. Preliminary data shows school-wide that our weakest strands are Number operations and statistics.							
	62%(130)	65%(137)					
		1A.2. Ineffective inclusion of Academic Vocabulary	1A.2. Incorporate effective vocabulary strategies	1A.2. Math Coach Classroom Teacher Principal	1A.2. Lesson Plan checks Common Board Configuration Math Coach observations	1A.2. Edusoft Envision Topic Assessments Student Formative Assessments Student Self-Progress Monitoring Reports	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal</u> <u>#1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. The need to enrich medium-high achieving students	2A.1. Differentiate instruction during the math block to enrich high achieving students	2A.1. Math Coach Teacher	2A.1. Lesson plan reviews Math coach observations Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.1. Envision topic assessments Edusoft Student Formative Assessments Student Self-Progress Monitoring Reports		
<u>Mathematics Goal #2A:</u> <i>36% of our students scored above proficiency on FCAT Math. Preliminary data shows that we need to increase the number of students scoring at levels 4 and 5.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	36% (76)	39% (82)					
		2A.2. Inadequate rigor implementation	2A.2. Include high level questions and thinking activities to promote rigor through instruction	2A.2. Math Coach Teacher	2A.2. Lesson plan reviews Math coach observations Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.2. Envision topic assessments Edusoft Student Formative Assessments Student Self-Progress Monitoring Reports	

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		2A.3. Enrich high achieving students	2A.3. Provide a teacher pursuing Gifted endorsement to supply differentiated instruction every day	2A.3. Math Coach Teacher	2A.3. Lesson Plan reviews Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.3. Progress Monitoring Data Analysis Student Formative Assessments Student Self-Progress Monitoring Reports	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Time for Differentiated Instruction needed	3A.1. Differentiate instruction for all students with the 90 minute math block	3A.1. Classroom Teacher Math Coach	3A.1. Lesson Plan reviews Coach observations/conferences Ongoing progress monitoring of common assessments, classroom observations, Success Maker	3A.1. Envision Topic Assessments Student Formative Assessments Student Self-Progress Monitoring Reports		
<u>Mathematics Goal #3A:</u> Our data shows that 80% of our students made learning gains in math. We will focus on the two weakest Math strands and monitor progress accordingly. By 2013 FCAT, 82% of our students will demonstrate learning gains in math.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2. Ineffective inclusion of Academic Vocabulary	3A.2. Incorporate effective vocabulary instruction within the Envision program	3A.2. Math Coach Teachers	3A.2. Lesson Plan reviews Common Board Configuration Focus Wall Math Coach observations/conferences	3A.2. Envision Topic assessments Student Formative Assessments Student Self-Progress Monitoring Reports	
		3A.3. Inadequate rigor implementation	3A.3. Include higher level questioning and activities to promote rigor through instruction	3A.3. Teacher Math Coach Principal Assistant Principal	3A.3. Lesson Plan checks Ongoing progress monitoring of common assessments, classroom observations, Success Maker	3A.3. Student Formative Assessments Student Self-Progress Monitoring Reports	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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. Lack of intervention block implementation	4A.1. Incorporate a 90 minute math block with a 30minute intervention time for students not responding to core instruction Envision intervention program for students Interventions include Success Maker, Fast Math, Focus Math, Math Intervention diagnostic kits	4A.1. Math Coach Teacher Principal	4A.1. Envision intervention component Ongoing progress monitoring of common assessments, classroom observations, Success Maker	4A.1. Rtl graphing Progress monitoring		
<u>Mathematics Goal #4A:</u> Approximately 85% of our students in lowest 25% made learning gains in math. By 2013 FCAT, 86% of our students in the lowest 25% will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	85% (43)	86% (44)					

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		4A.2. Inadequate supplemental program	4A.2. Plan supplemental instruction for students not responding to core. Focus of instruction is determined by Envision diagnostic/Edusoft data	4A.2. Math Coach Teacher Principal	4A.2. SuccessMaker BM mini-assessments	4A.2. RtI graphing OPM	
		4A.3. Ineffective instruction in the core program	4A.3. Determine core instructional needs by reviewing Envision/Edusoft data for students. Plan differentiated instruction using research-based instruction within the 90 minute math block	4A.3. Teacher Math Coach Principal	4A.3. Envision Math Program Ongoing progress monitoring of common assessments, classroom observations	4A.3. Envision Topic assessments Student Formative Assessments Student Self-Progress Monitoring Reports	

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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%.	Baseline data 2010-2011	62%(130)	65% (134)	68% (137)	71% (140)	74% (143)	77% (146)
<u>Mathematics Goal</u> #5A: In six years, 81% of our students will meet high standards of level 3 or above.							
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.	5B.1. White: Black: Hispanic: Asian: American Indian: Cultural Shift is needed for teachers to take ownership of the Progress monitoring system.	5B.1. Train Academic Team Leaders to Implement PLCs and PM meetings to ensure student achievement among our Black and Hispanic students. Teachers will focus on results and collaborate to find solutions.	5B.1. Teachers MTSS team Principal	5B.1. Ongoing Progress Monitoring PLC visits Student, Parent, Teacher surveys	5B.1. Rtl graphing Student Formative Assessments Student Self-Progress Monitoring Reports Surveys		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Approximately 42%% of our subgroups did not make adequate progress on the 2012 FCAT. Current data shows that 58% of our subgroups scored a level 3 or above in 2011.							
	White: 70% Black: 44% Hispanic: 64% Asian: 74% American Indian: NA	White: 72% Black: 49% Hispanic: 67% Asian: 76% American Indian:NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Cultural Shift is needed for teachers to take ownership of the Progress monitoring system.	5C.1. Train Academic Team Leaders to Implement PLCs and PM meetings to ensure student achievement among our ELL students. Teachers will focus on results and collaborate to intervene as needed.	5C.1. Teachers MTSS team Principal	5C.1. PLC visits PM forms Ongoing progress monitoring of common assessments, classroom observations, Success Maker	5C.1. Rtl graphing Student Formative Assessments Student Self-Progress Monitoring Reports		
Mathematics Goal #5C: Approximately 45% of our ELL students did not make adequate yearly progress on FCAT in 2012. Current data shows that 55% of our ELL students scored a level 3 or above in 2012.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55%(53)	59%(56)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Cultural Shift is needed for teachers to take ownership of the Progress monitoring system.	5E.1. Train Academic Team Leaders to Implement PLCs and PM meetings to ensure student achievement among our ED subgroup. Teachers will focus on results and create a climate of collaboration to intervene as needed.	5E.1. Teachers MTSS team Principal	5E.1. PLC visits PM forms	5E.1. Rtl graphing Student Formative Assessments		
Mathematics Goal #5E: Approximately 41% of our ED students did not make adequate progress on the 2012 FCAT. Current data shows that 59% of our ED students scored on a level 3 or higher in 2012.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59%(147)	62% (155)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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End of Elementary School Mathematics Goals

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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
Differentiation within the Math block	Math K-5	Math Coach	School-wide	October 2012	Coach observations Informal Observations	Math Coach Principal Asst. Principal
Common core	Math K-5	CRT Math Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Math Coach Principal Assistant Principal
Rigor...A Deeper Look	Math k-5	Instructional Coach Math Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Math Coach Principal Assistant Principal
Integrating Science into Content Areas	Reading K-5	CRT Math Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Math Coach Principal Assistant Principal

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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
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 Mathematics Goals

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Middle School Mathematics Goals

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

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

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: NA <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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<u>Mathematics Goal #3B:</u>	<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>					
		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.	4A.1.	4A.1.	4A.1.	4A.1.		
<u>Mathematics Goal</u> #4A: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	85%	86%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		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%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> <u>#5A:</u> NA							
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.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> #5B: NA <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal</u> #5C: NA <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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: NA <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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal</u> <u>#5E:</u> NA <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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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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. Inefficient implementation of technology	1A.1. Enhance the learning experiences of students through the use of Gizmos and Snapshots	1A.1. Science Coach Teachers Principal Assistant Principal	1A.1. Gizmos Snapshots Lesson Plan checks Ongoing progress monitoring of common assessments, classroom observations	1A.1. Edusoft Science Student Formative Assessments Student Self-Progress Monitoring Reports		
Science Goal #1A: Approximately 37% of our students scored at a level 3 on FCAT Science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37%(37)	42%(42)					
		1A.2. Ineffective inclusion of Academic Vocabulary	1A.2. Build vocabulary through use of Science Boot Camp	1A.2. Science Coach Teachers Principal	1A.2. Lesson Plan checks Common Board Configuration	1A.2. Edusoft Science Student Formative Assessments Student Self-Progress Monitoring Reports	

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		1A.3. Inadequate knowledge of the Scientific Method	1A.3. Embed scientific method into required lab experiments students in K-5 are conducting	1A.3. Science Coach Teachers Principal	1A.3. Lesson Plan checks Ongoing progress monitoring of common assessments, classroom observations	1A.3. Edusoft Science Student Formative Assessments Student Self-Progress Monitoring Reports	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
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. Inadequate rigor implementation	2A.1. Include high level questions and thinking activities to promote rigor through instruction	2A.1. Teachers Science Coach	2A.1. Lesson plan reviews Math coach observations Ongoing progress monitoring of common assessments, classroom observations, Success Maker	2A.1. Edusoft Science Student Formative Assessments Student Self-Progress Monitoring Reports		

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Science Goal #2A: 9% of our 5 th grade students scored at a level 4 or 5 on FCAT Science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	9% (9)	16% (16)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: 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.					
		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

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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
Integrating Science into Content Areas	Science K-5	CRT Science Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Science Coach Principal Assistant Principal

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

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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:			

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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Insufficient support</p>	<p>1A.1. Daily practice of writing supporting details</p>	<p>1A.1. Teacher Writing Coach Principal Assistant Principal</p>	<p>1A.1. Quin Assessments Ongoing progress monitoring of common assessments, classroom observations</p>	<p>1A.1. Work Samples Write Score Student Formative Assessments Student Self-Progress Monitoring Reports</p>		
<p><u>Writing Goal #1A:</u> Approximately 91% of our students scored level 3 or higher on FCAT in 2012.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>91% (93)</p>	<p>92% (94)</p>					
		<p>1A.2. Poor Writing Focus</p>	<p>1A.2. School-wide focus on Writing K-5</p>	<p>1A.2. Teacher Writing Coach Principal</p>	<p>1A.2. Quin Writing samples collected and reviewed by Writing Coach</p>	<p>1A.2. Student Formative Assessments Student Self-Progress Monitoring Reports</p>	
		<p>1A.3. Time for Differentiated Instruction needed</p>	<p>1A.3. Differentiate instruction for students during writing block according to need</p>	<p>1A.3. Teacher Writing Coach Principal Assistant Principal</p>	<p>1A.3. Progress of daily writing samples</p>	<p>1A.3. Write Score Quin Assessments Student Formative Assessments Student Self-Progress Monitoring Reports</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p><u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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
Interactive Writing Lessons	K-5 Narrative, Expository & Persuasive Writing	Writing Coach	Writing Coach	Monthly	Writing Coach observations	Principal Writing Coach

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			

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

End of 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. Communication	1.1. Strengthen Home/School communication in terms of attendance and tardies using newsletters, planners and Connect Orange. Child Study meetings will continue to inform parents of excessive tardies and absences with a translator provided.	1.1. Principal Assistant Principal Registrar Social Worker	1.1. Connect Orange Child Study Team Meetings Home Visits	1.1. Attendance Rate EDW		

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Attendance Goal #1: We will use planners, newsletters, and the Connect Orange to encourage parents to have their students on time and attendance daily.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	98%					
	<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>					
	25% (140)	10%(71)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through						
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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

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

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

End of Attendance Goals

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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. Resources	1.1. Implement a Behavior contact on each grade level team to serve as a resource for teachers.	1.1. Principal Assistant Principal	1.1. Behavior PLC	1.1. Discipline Data		
Suspension Goal #1: We will minimize our behavior incidents using a Positive Behavior Support PBS plan.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	/	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	/	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	/	0					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	7	0					
		1.2. Expectations	1.2. Implement a school wide PBS plan on campus with clear expectations Character Education Classes Weekly	1.2. Principal Assistant Principal	1.2. Behavior PLC	1.2. Discipline 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
School-wide PBS Plan	K-5 Behavior Management	Principal Assistant Principal	K-5 teachers	August 2012 on-going	Quarterly Reviews of PBS plan/Code of Conduct	Principal Assistant Principal

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:			
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 Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout 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	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> We will decrease the amount of our retention students in the year 2012. <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>3rd grade students retained 2011 – 12 due to FCAT scores.</i>	<i>Our goal is to have 0 students retained in 2012-2013</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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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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
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)

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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. Flexible Times Given	1.1. Host a variety of events on various days of the week.	1.1. PI Contact Assistant Principal	1.1. Parent Surveys	1.1. Sign in sheets		
<p><u>Parent Involvement Goal #1:</u></p> <p><i>Increase our parental involvement to enhance our student achievement by inviting in our families and community members to be active participants in our school environment.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	65%	80%					

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		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

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

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
<p>STEM Goal #1:</p> <p><i>Over 75% of our teachers will use rigorous, integrated curricula to make meaningful connections with STEM across core subjects, requiring students to synthesize knowledge across disciplines.</i></p>	<p>1.1. Problem based learning</p>	<p>1.1. Lesson plans reflect regular problem-based learning including STEM integration across all content areas.</p>	<p>1.1. Science Coach CRT Principal Assistant principal</p>	<p>1.1. CWT Lesson Plan checks</p>	<p>1.1. Edusoft Science Formative assessment</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a</p>						
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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
Integrating Science into Content Areas	Reading K-5	CRT Science Coach	PLC	Three Wednesday sessions offered throughout the year	Coach observations Informal Observations	CRT Math Coach Principal Assistant Principal

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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)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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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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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Lack of Black and/or Hispanic positive male role models	1.1. We will provide Black and Hispanic male students with mentors, motivational speakers, and a symposium reinforcing necessary social skills embedded throughout the year.	1.1. Principal Program specialist	1.1. Quin Assessments Ongoing progress monitoring of common assessments, classroom observations	1.1. Surveys Student Formative Assessments Student Self-Progress Monitoring Reports		
<u>Additional Goal #1:</u> We will decrease the dropout rate of all students by closing the achievement gap in Mathematics among Black and Hispanic males while accelerating the momentum for all.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>68% (72) Black and Hispanic males made learning gains.</i>	<i>70% Black and Hispanic males will make learning gains.</i>					

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		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

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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:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:

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

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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.

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SAC will sponsor Literacy Nights throughout the year; provide up-to-date information on the students' achievement status in various district and state tests; and provide parents with training and support in order to assist students at home.

Describe the projected use of SAC funds.	Amount
Technology to be used at Literacy Nights and beyond.	\$1900