Florida Department of Education

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: GRIFFIN ELEMENTAY	District Name: POLK
Principal: TERRY BROADNAX	Superintendent: SHERRIE NICKELL
SAC Chair: JOSEPHINE RODRIGUEZ	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	TERRY BROADNAX	MS in Educational Leadership BS in Elementary Education Certifications: Early Childhood Elementary Education 1-6 ESOL Educational Leadership	6	11	01-03 School Grade A Made AYP 03-06 School Grade A Met AYP School AYP 06-07 School Grade B Met AYP 07-08 School Grade A Did Not Meet AYP 08-09 School Grade A Did Not Meet AYP 09-10 School Grade C Did Not Meet AYP 10-11 School Grade C Did Not Meet AYP 11-12 School Grade D
Assistant Principal	Bryan Kim	Ed. Leadership, Elem. Ed. 1-6	0	9	<table><tr><td></td><td>2009</td><td>2010</td><td>2011</td><td>2012</td></tr><tr><td>School Grades</td><td>A</td><td>A</td><td>A</td><td>B</td></tr><tr><td>Rdg. Higher Standards</td><td>88</td><td>83</td><td>75</td><td>57</td></tr><tr><td>Rdg. Gains</td><td>75</td><td>69</td><td>70</td><td>70</td></tr><tr><td>Rdg. Bottom 25%</td><td>50</td><td>70</td><td>57</td><td>70</td></tr><tr><td>Math High Standards</td><td>82</td><td>87</td><td>84</td><td>56</td></tr><tr><td>Math Gains</td><td>70</td><td>78</td><td>64</td><td>63</td></tr><tr><td>Math Bottom 25%</td><td>57</td><td>77</td><td>53</td><td>55</td></tr></table>

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)
Title 1 Facilitator/ IST	MALISSA MASON	BS Organizational Management ESOL Endorsement Florida Certified Teacher	9	3	09-10 School Grade C Did Not Meet AYP 10-11 School Grade C Did Not Meet AYP 11-12 School Grade D

Math Resource	CHERYL REVOLINSKI	BS Elementary Education (1-6) ESOL Endorsement	1	1	10-11 School Grade C Did Not Meet AYP 11-12 School Grade D
Science Resource	MORAG BETZ	BS Elementary Education	18	0	12-13 is her first year as a coach
Reading AIF	JOSEPHINE RODRIGUEZ	BS Elementary Education ESOL Endorsement Masters in Ed. Leadership	8	1	11-12 School Grade D
Science AIF	AMANDA DOWNEY	Masters in Ed. Leadership ESOL Endorsement BS Elementary Education	0	3	Prior Data as Instruction Coach Year Grade AYP 11-12 B No Dr. N. E. Roberts Elementary 10-11 D No Caldwell Elementary 09-10 C No Caldwell Elementary

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. We make a concerted effort to market our school by maintaining high academic standards.	Principal	Ongoing
2. All new teachers to Griffin Elementary are required to receive training that mirrors our core teaching strategies.	Principal	Ongoing
3. We strive to retain highly qualified teachers by making sure that they have the support needed to impact knowledge to our students.	Principal	Ongoing
4. Weekly grade level meetings are conducted in order to assist new staff with planning and implementing the curriculum.	Principal, Assistant Principal, Instructional Resource, Instructional Staff	Ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching	Provide the strategies that are being implemented to

out-of-field/ and who are not highly effective.	support the staff in becoming highly effective
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	13% - 5	27% - 10	45% - 17	13% - 5	18% - 7		8% - 3	0	81% - 30

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
Josie Rodriguez	Jeannette Norman Brenna Chval	AIF to provide support and guidance for a new teacher.	LFS, RtI, Differentiated Instruction, Classroom management, planning and completion of the accomplished practices.

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A
Title I, Part A, funds school-wide services to Griffin Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant
Migrant students enrolled in Griffin Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II
Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Griffin Elementary are used to purchase curriculum materials and professional development.
Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI)
SAI units provided to Griffin enhance student achievement by offering tutoring programs free of charge to students who receive free or reduced lunch rates. Parents may choose the tutoring company they think is best for their child. This program will be offered after school on our campus or at the tutor's chosen location. Transportation is not available unless the provider offers it. Professional development will support and enhance differentiated instructional strategies to improve teaching and learning.
Violence Prevention Programs
Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
This school is not a location for a summer feeding program for the community.
Housing Programs
N/A

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Head Start	
Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.	
Adult Education	
N/A	
Career and Technical Education	
N/A	
Job Training	
N/A	
Other	
Florida First, D.A.R.E, P.R.I.D.E, North Lakeland Kiwanis Club, The Rotary Club, Publix Supermarkets, School Readiness Program, CiCi's Pizza, Chik-Fil-A, Wendys	

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal:(Terry Broadnax) The Principal provides the common vision for the use of data-based decision making, models the problem solving process; supervises the implementation of MTSS; insures implementation of interventions and documentation; participates in professional learning to support the MTSS/ RtI process; develops a culture of expectation with the school staff for the implementation of MTSS; and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal:(Bryan Kim) Assists Principal in providing a common vision for the use of data-based decision making; assists in the development, implementation, assessment and intervention support for the MTSS process.

Guidance Counselor: (Noel Green) Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. Participates in the collection, interpretation, and analysis of student data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists in facilitation of data-based decision making; assists with professional development for behavioral concerns.

Resource Teachers/ AIF: (Josie Rodriguez, Malissa Mason, Morag Betz, Cheryl Revolinski) Participates in student data collection, integrates core instructional activities/materials in tiered interventions. Collaborates with general education teachers. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Classroom Teacher: (Krystal James, PBS & 2nd Grade) Teacher Provides information regarding core instruction; participates in student data collection; delivers Tier 1 instruction; Collaborates with other staff to implement Tier 2/3 interventions.

School Psychologist (Mark Neely) Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in data-based decision making activities.

Meeting Dates :

Sept. – 7, 14, 21, 28	Dec. – 7, 14	Mar. – 1, 8, 15, 22
Oct. – 5, 12, 19	Jan. – 4, 12, 19, 26	April – 5, 12
Nov. – 9, 16, 30	Feb. – 1, 18, 15, 22	May – 3, 10, 17, 24

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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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. ● Review school-wide, grade level, and teacher data to problem solve needed interventions and identify students who are meeting/ exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. ● Help referring teachers with strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, and assisting in decision making for school, teacher, and student improvement. ● Focus on student achievement and outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
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 MTSS Leadership team met in conjunction with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The Team provided data on Tier 1, 2, and 3 targets of academic and behavioral areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.
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. Baseline Data is gathered from August through September. Discovery Learning Assessments for Reading, Math and Science. The Discovery Learning system reports provide baseline and progress monitoring data. Kindergarten, First, and Second grade data is gathered for the SBAR. First and Second grade instructional data is gathered from the previous year's SAT 10. Third through fifth grade data is gathered from the previous year's FCAT scores. Progress Monitoring Data is gathered mid-year and near the end of the year. Discovery Learning data is processed through system reports. Kindergarten, first and second grade data is gathered for the SBAR each nine weeks. Other progress monitoring data is collected as needed for classroom or student progress. This is obtained through Quick Reads, Fluency Checks, etc. Diagnostic Assessments Data is obtained through Discovery Learning. End of Year Assessments Data is gathered through Discovery Learning, SAT10, FCAT, and SBAR. This data is analyzed and discussed in the MTSS Leadership Team Meetings.
Describe the plan to train staff on MTSS. Mark Neely and Noel Green meet with the grade levels in PLC meetings to train the teachers on the MTSS process. They discuss the process and data required to monitor progress of the levels of support. They will discuss the levels of tiered services and the process of referral, track and monitor interventions.

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Describe the plan to support MTSS.
This plan is supported by bi-weekly meetings with grade levels to check on progress and analyze data adjust or continue interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Principal (Terry Broadnax) , Assistant Principal (Bryan Kim), Guidance Counselor (Mrs. Green), Reading Resource Teacher (Josie Rodriguez), Math Resource (Cheryl Revolinski), Science Academic Intervention Facilitator (Morag Betz), and the Title One facilitator (Malissa Mason). Members of the team are responsible for communicating with the grade level or special area during collaborative planning days.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   Meetings will be held monthly in conjunction with the MTSS and Curriculum committee meetings.   The Literacy Leadership Team will evaluate curriculum to insure compliance with appropriate Common Core and Florida Sunshine State Standards, evaluate proposed changes to the curriculum to insure continued compliance with State Standards to meet specific learning needs; make recommendations to the principal regarding curriculum, school improvement and training with a focus on achievement; work with the principal in determining the need and nature for school based in-service (PLC); work collaboratively to analyze student data, discuss curriculum issues, pose solutions, and set goals for improvement; serve as a catalyst for school-wide literacy change that is focused on student learning and evaluate progress.
What will be the major initiatives of the LLT this year?   - Analyze student Reading data and ongoing progress monitoring using Discovery data.   - Planning in grade level teams with the resource teachers and AIF to target instruction and mastery of tested benchmarks.   - Identify specific areas of need related to student learning (Differentiate Instruction).   - Target struggling students as well as those who need enrichment.   - Provide solutions, strategies and resources to meet areas of need.   - Evaluate solutions/strategies through on-going progress monitoring of assessment data.

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.

Pre-K staff uses the Ages & Stages and CORS assessment tools in the beginning of the year and the end of the year. The results are used to monitor student achievement through the year.

Beginning in April, parents and area day-cares are notified and invited to attend our Pre-K/Kindergarten Roundup. Kindergarten teachers meet with new Pre-K students and parents making a point to share with them the curriculum for the program at Griffin as well as our expectations for kindergarten. At the round-up, kindergarten and Pre-K teachers offer strategies for parents and care givers to use over the summer to prepare their child for fall enrollment. This helps parents see the need for transition from one program to a more academic one. The children have the opportunity to meet the teachers and experience the classroom environment.

During the year the kindergarten team discusses with the Pre-K team how the curriculum from one program to the other builds skills in reading, writing, and math. Also, they discuss what county –wide assessment (FLKRS) is assessing for school readiness. This will enable us to meet the needs of students that are developmentally delayed and can benefit from programs that are more developmentally appropriate.

During the year, the Pre-K is invited to visit Kindergarten for circle time or other activities. We have found this helps the students overcome some anxieties associated with the beginning of school in the fall. During the school year Griffin supplies Pre-K parents with materials that will enable them to do projects at home to better ready their children for Kindergarten. Our SAC committee provides funds for us to supply the parents with these materials. We also have parent meetings during the year led by our Title I teachers and others. Title I funds are used to supply any materials or books needed for these sessions. Each session is followed by the parents giving us feedback. We have found that we are getting around 40-50% of our parents participating.

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?

N/A

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?

N/A

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?

N/A

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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.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1A.1. Students at or above grade level are not being challenged to read materials to maintain or increase their proficiency | 1A.1. CISM

ELA Maps

Extended Reading Passages

Summarization utilized with fidelity

AR Reading Program

Implementation of Student Learning Writing Logs

Implementation of Webbs Depth of Knowledge Higher Order Questioning

Collaborative Planning with Subject Area Resource Teachers

Implementation of Summarization and Lesson Essential Question Rubrics. | 1A.1. Administration

Admin. & Resource

Administration

Josephine Rodriguez

B. Kim and Denai Ardis

Leadership Team

Leadership Team

Facilitators and Administration

Leadership Team | 1A.1. Walk Throughs

Lesson Checks / Walk Throughs

Lesson Checks / Walk Throughs

Walk Through

AR reading goals and book circulation

Walk through observations

Walk through observations

Lesson Plans and Walk through

Walk Through Observations | 1A.1. Discovery Assessment Results

Walk Through

ERP Comprehension Questions

Discovery Results

AR Reports

Monitor Learning Logs

Observe during lessons and record on observation tool

Lesson plans completed with resource teachers

Observe during lessons and student posted work | | |
|---|---|---|---|---|---|---|---|

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Reading Goal #1A: By April, 2013, 59% of Griffin students will score proficiently.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43% 102	59% 140 of our students will score level 3 or higher					
		1A.2. Inconsistent use of research based high yield strategies	1A.2. CISM Utilization of FCAT Stem Questions & HOT (Webbs) Extending Thinking Strategies	1A.2. Administration Teachers and Administration	1A.2. Monitor Progress on Discovery Walk Throughs/ Observations	1A.2. Discovery/STAR/SAT10 results Discovery/STAR/SAT10 results	
		1A.3. Some teachers are not seeking knowledge of technology and resources to enhance instruction	1A.3. Tech Coach Workshops Technology to be consistently embedded into lessons	1A.3. Krystal James/ Cathy Jones And Dawn Sorrell	1A.3. Walk Through/ Observations	1A.3. Teacher Evaluation Tool and Lesson Plans	
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	NO students scoring levels 4, 5, or 6. Both FAA scored level 7						
		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 in reading.	2A.1. Teaching tasks/ assignments not at advanced levels	2A.1. Level 4/ 5 students will receive additional enrichment activities during iii time, outside the reading block. Cooperative structures to promote focused student discussions CISM Implementation of STEM Literature group	2A.1. Grade Level Teachers, Reading Resource Teacher Leadership Team (Revolinski)	2A.1. Classroom Walkthrough should reflect the use higher level book groups. Effective implementation of HOT questions. Informal Observation	2A.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments. Monitor scores of students participating (Discovery Assessments)		

Reading Goal #2A: 20 (47) Percent of students who achieved Levels 4 and 5 in 2011-12 will maintain or increase in 2012-13 with no regressions	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	15% (35)	20% (47)				
		2A.2. Lack of authentic activities to promote problem solving, critical thinking and inquiry skills.	2A.2. Students will be given extensive opportunities to show, tell, explain and prove their reasoning.	2A.2. Grade level teachers and administration	2A.2. Lesson Plans and classroom walkthroughs	2A.2. Discovery Assessments and progress monitoring. FCAT end of the year assessments.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. Provide students with appropriate accommodations/ modifications to continue high performance	2B.1. Teacher will become familiar with different disabilities and strategies for the disabled Teachers will design lessons to address the diverse needs of students	2B.1. Administration ESE Teachers	2B.1. Walk Through Observations Lesson Plan Checks	2B.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	

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Reading Goal #2B: 100% will score at or above level 7 in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100 %(2) students scored at or above level 7 in reading.	100% (2) will score at or above level 7 in reading.					
		2B.2. Majority of instructional time spent in small, differentiated groups to continue scoring at high levels.	2B.2. Identify different way to group students Build extensive repertoire of instructional strategies for utilization	2B.2. Administration ESE Teachers	2B.2. Walk Through Observations	2B.2. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Some teachers do not use data to set goals for students	3A.1. Ongoing data chats with teachers and students; teachers with administration; students with teachers PLC's	3A.1. Administration Leadership Team	3A.1. Walk Through Observations Lesson Plan Checks	3A.1. Discovery Reports Ongoing Assessments		

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Reading Goal #3A: All students will make at least one year's growth.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65% (39)	100% of students will make learning gains.					
		3A.2. Lack of rigorous instructional outcomes set by teachers	3A.2. Teachers will create authentic assessments based on learning goals and utilize rubrics Implementation of Student Learning Writing Logs Implementation of Webbs Depth of Knowledge Higher Order Questioning	3A.2. Administration Instructional Coaches Leadership Team Leadership Team Leadership Team	3A.2. Walk Through Observations Walk through observations Walk through observations	3A.2. Discovery Reports Ongoing Assessments Monitor Learning Logs Observe during lessons and record on observation tool	
		3A.3. Inconsistent with creating relevant learning activities for students	3A.3. Build curriculum to make a bridge to student lives to make more relevant	3A.3. Administration Instructional Coaches Leadership Team	3A.3. Walk Through Observations Lesson Plan Checks	3A.3. Discovery Reports Ongoing Assessments	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Some teachers do not use data to set goals for students	3B.1. Ongoing data chats with teachers and students PLC's Professional Development on Data Driven Instruction with Rob Campbell on site	3B.1. Administration Instructional Coaches Leadership Team Administration	3B.1. Walk Through Observations Lesson Plan Checks Data Chat/ Record Forms checked	3B.1. Discovery Reports Ongoing Assessments Data Forms		
Reading Goal #3B: 100% of students will make at least one year's growth.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	unknown	100% of students will make learning gains					
		3B.2. Lack of rigorous grade level instructional outcomes set	3B.2. Teachers will create authentic assessments based on learning goals	3B.2. Administration Instructional Coaches Leadership Team ESE Teachers	3B.2. Walk Through Observations Lesson Plan Checks	3B.2. Discovery Reports Ongoing Assessments	
		3B.3. Inconsistent with creating relevant learning activities for students	3B.3. Ongoing data chats with teachers and students PLC's	3B.3. Administration Instructional Coaches Leadership Team ESE Teachers	3B.3. Walk Through Observations Lesson Plan Checks	3B.3. Discovery Reports Ongoing Assessments	

Based on the analysis of student achievement data and reference to "Guiding Questions,"	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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identify and define areas in need of improvement for the following group:							
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Many teachers lack knowledge of the content of their grade level	4A.1. Unwrapping the standard Common Core	4A.1. Administration Instructional Coaches Leadership Team	4A.1. Walk Through Observations Lesson Plan Checks	4A.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments.		
Reading Goal #4A: 75% of our lowest 35& will make learning gains in reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65%	75% of our students in the bottom quartile will make learning gains					
		4A.2. Students limited vocabulary and word attack skills and usage	4A.2. Visual aids Differentiated learning strategies Cooperative Learning Marzano's 6 step Vocabulary	4A.2. Administration Instructional Coaches Leadership Team	4A.2. Walk Through Observations	4A.2. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	
		4A.3. Students not reading or writing on grade level are not being challenged to progress toward grade level	4A.3. Scaffolding strategies Intervention, instruction, tasks based on the different needs of students	4A.3. Administration Instructional Coaches Leadership Team	4A.3. Walk Through Observations Lesson Plan Checks	4A.3. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	

4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1.	4B.1.	4B.1. Administration ESE Teachers	4B.1.	4B.1. Discovery Assessments and progress monitoring. FAA end of the year assessments.		
Reading Goal #4B: *Current FAA students (2) scored level 9.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	
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** 39	**44**	**49**	**54**	**59**	**64**	**70**
Reading Goal #5A: **Goal to increase the number of proficient students each year by 7% to 8%**							

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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 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. Students have limited background knowledge White: Lack of rigor and high yield strategies Black: Students have difficulty making connections to content Hispanic: Lack of background knowledge	5B.1. Connections built between lesson Learn 360 Build background knowledge prior to lesson Teachers will communicate what students will know and be able to do at the end of each lesson Use of learning maps appropriately with students throughout lessons	5B.1. Administration Instructional Coaches Leadership Team	5B.1. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5B.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments.		
Reading Goal #5B: *Goal is to increase the number of proficient students and meet the AMO goals.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 48 Black: 33 Hispanic: 48 Asian: American Indian:	White: 54 Black: 39 Hispanic: 57 Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Teachers may not be doing ESOL strategies with students	5C.1. PLC's to include the ESOL contact to share appropriate strategies	5C.1. Administration Instructional Coaches Leadership Team	5C.1. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5C.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments.		
Reading Goal #5C: *Student in this subgroup met the AMO goal and surpassed it.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39%	36%					

		5C.2. Teachers lack knowledge of how to differentiate lessons.	5C.2. Data will be used to form flexible groups	5C.2. Administration Instructional Coaches Leadership Team	5C.2. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5C.2. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students not provided with appropriate accommodations or modifications	5D.1. Teachers will become familiar with different disabilities and strategies for the disability ESE teacher will plan collaboratively with teachers	5D.1. Administration Instructional Coaches Leadership Team ESE Teachers	5D.1. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5D.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments.		
Reading Goal #5D: *SWD students will meet the AMO goal*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	38%					

		5D.2. Majority of instructional time is spent on whole group instructions just covering and not enough time on small, differentiated groups	5D.2. Identify different ways to group students Build extensive repertoire of instructional strategies to utilize	5D.2. Administration Instructional Coaches Leadership Team ESE Teachers	5D.2. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5D.2 Discovery Assessments and progress monitoring. FCAT end of the year assessments. CELLA Assessments.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students not reading and engaging with long and complex text across content areas	5E.1. CISM Strategies for students to develop connections to use before, during and after reading Use of content text to teach reading	5E.1. Administration Instructional Coaches Leadership Team Title One Facilitator	5E.1. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5E.1. Discovery Assessments and progress monitoring. FCAT end of the year assessments.		
Reading Goal #5E: *Students in this subgroup will close the gap and meet the AMO goal of 46%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		38%	46%					
			5E.2. Lack of academic vocabulary	5E.2. School wide use of Marzano's 6 Step Vocabulary process	5E.2. Administration Instructional Coaches Leadership Team Title One Facilitator	5E.2. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5E.2. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	
			5E.3. Lack of writing in response to reading	5E.3. Students to respond to new learning in an authentic manner before, during, and after reading text Written and oral summarizers	5E.3. Administration Instructional Coaches Leadership Team Title One Facilitator	5E.3. Walk Through Observations Lesson Plan Checks Analyze Discovery Data Analyze Ongoing Assessment Results	5E.3. Discovery Assessments and progress monitoring. FCAT end of the year assessments.	

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
CISM	4th and 5th	District Level	Grades 4 and 5	August Preplanning	Walk Through Observations	Administration Leadership Team

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Small group intensive reading remediation by resource teachers and media specialist.	K-5	J. Rodriguez	School-Wide	September- April	Walk Through Observations	Reading Resource J. Rodriguez
Webb's Depth of Knowledge PD	K-5	J. Rodriguez	Instructional Staff	November - April	PLC follow up and Observation	Reading Resource J. Rodriguez Administration
Discovery Data Driven Instruction	K-5	Rob Campbell	Instructional Staff	January 2013	Monitor Data Chats	Data Forms
Student Learning Logs (Writing across content)	K-5	Mrs. Jusino-Fraser	Instructional Staff	December 2012	Monitor Logs during Walk Through	Learning Logs

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:
Intensive reading remediation in small groups for grades 3-5 provided by resource teachers and media specialist	Leveled readers, complex content text.	None needed	
	Substitutes	Title One	Unknown, depends on the number of attendees
Reading Resource Teacher District Funded			**Subtotal:**
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Lab Paraprofessional	Staff member to assist with lab	Title One	
Subtotal: 20,802			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

PLC trainings with reading resource on :Summarization Learning Logs WEBBS Rubrics		None needed	
Other			
Strategy	Description of Resources	Funding Source	Amount
Program Facilitator Position	Teacher who organizes ongoing assessments, progress monitoring and programs related to student achievement.	Title One	51,574
Subtotal:51,574			
Total: $68,836.00			

End of Reading Goals

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. Questions/discussions are posed to students in rapid succession	1.1. Provide wait time for students to formulate answers.	1.1. Administration Leadership Team ESOL Para Classroom Teachers	1.1. Classroom Walk Through Observations	1.1. Discovery Reports CELLA Results	

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CELLA Goal #1: *Goal of 46% proficient*	2012 Current Percent of Students Proficient in Listening/Speaking:				
	43% (27) Proficient				
		1.2. Lack of oral summarization opportunities	1.2. Embed multiple opportunities throughout lessons for oral summarization utilizing collaborative structures	1.2. Administration Leadership Team ESOL Para Classroom Teachers	1.2. Classroom Walk Through Observations	1.2. Discovery Reports CELLA Results
		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. Students have limited vocabulary	2.1. Explicit vocabulary instruction and practice using Marzano's	2.1. Administration Leadership Team ESOL Para Classroom Teachers	2.1. Classroom Walkthrough Observations	2.1. Discovery Reports STAR Reports CELLA Results	
CELLA Goal #2: *Goal of 29% proficient.*	2012 Current Percent of Students Proficient in Reading:				
	26% (14) Proficient.				
		2.2. Teachers lack knowledge of instructional practices and content	2.2. CISM	2.2. Administration Leadership Team ESOL Para Classroom Teachers	2.2. Classroom Walkthrough Observations	2.2. Discovery Reports STAR Reports CELLA Results

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		2.3.	2.3.	2.3.	2.3.	2.3.
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Lack of engagement/motivation to write	2.1. Use of gradual release model Consistent use of distributive written summarization	2.1. Administration Leadership Team ESOL Para Classroom Teachers	2.1. Classroom Walkthrough Observations	2.1. CELLA Results Polk Writes Results	
CELLA Goal #3: *Goal of 24% proficient.*	2012 Current Percent of Students Proficient in Writing :					
	21% (12) Proficient					
		2.2. Pacing of lesson is either too slow or too fast	2.2. Lesson is appropriately paced and promotes student learning	2.2. Administration Leadership Team ESOL Para Classroom Teachers	2.2. Classroom Walkthrough Observations	2.2. CELLA Results Polk Writes Results
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No programs purchased	District Polk Writes Curriculum	No funding source needed	

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No additional technology purchased		No funding source needed	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL paraprofessional will ensure teachers are given the strategies to utilize to meet the needs of ELL students.	ESOL strategies	No funding source needed	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievem					

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ent							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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. Teachers need to develop lessons that reflect extensive knowledge of the math standards, content and structure of discipline and instructional practices.	1A.1. Collaborative planning Provide content related professional development with math resource team.	1A.1. Administration Math Resource Teacher Leadership Team	1A.1. Classroom Walkthrough Observations PLC Meetings	1A.1. Discovery Reports Ongoing Assessment Results		
Mathematics Goal #1A: 50% 119 *Will score at level 3 or higher*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	37% 88	50% 119					
		1A.2. Teachers need to build a bridge between the math curriculum and students' daily lives.	1A.2. Build real life examples and processes so that students can work in authentic situations and apply new skills.	1A.2. Administration Math Resource Teacher Leadership Team	1A.2. Classroom Walkthrough Observations PLC Meeting Discussions	1A.2. Walkthrough Obs. Tool Discovery Reports	

		1A.3. Teachers need to seek out ways to integrate technology into math instruction.	1A.3. Tech Coach workshops Implementation of Math Facts in a Flash Implementation of Student Learning Writing Logs Implementation of Webbs Depth of Knowledge Higher Order Questioning Collaborative Planning with Subject Area Resource Teachers Implementation of Summarization and Lesson Essential Question Rubrics	1A.3. Administration Math Resource Teacher Leadership Team Leadership Team Leadership Team Facilitators and Administration Leadership Team	1A.3. PLC Meetings Walk through observations Walk through observations Lesson Plans and Walk through Walk Through Observations	1A.3. PLC Meeting Notes / Form Math Facts program reports Monitor Learning Logs Observe during lessons and record on observation tool Lesson plans completed with resource teachers Observe during lessons and student posted work	
		1A.1. Teachers need to develop lessons that reflect extensive knowledge of the math standards, content and structure of discipline and instructional practices.					
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. Slow rate of knowledge due to medical conditions.	1B.1. Practice the format of the assessment with the students daily	1B.1. Administration ESE Teachers Math Resource Teacher	1B.1. Classroom Walkthrough Observations	1B.1. Discovery Reports Ongoing Assessment Results		
Mathematics Goal #1B: *Students taking the Alternate Assessment will show improvement to 100% proficient.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67%	100% of our students will score at or above 4, 5, or 6.					

| | | 1B.2. Difficulty maintaining focus due to medical condition. | 1B.2. Use of pacing guide | 1B.2. Administration

ESE Teachers

Leadership Team | 1B.2. Classroom Walkthrough Observations | 1B.2. Discovery Reports

Ongoing Assessment Results | |
| | | 1B.3. Increased complexity of the assessment | 1B.3. Implement curriculum provided | 1B.3. Administration

Math Resource Teacher

Leadership Team | 1B.3. Classroom Walkthrough Observations

Lesson Plan Checks | 1B.3. Discovery Reports

Ongoing Assessment Results | |

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. Teacher needs to make authentic intellectual student engagement in math pervasive	2A.1. Utilize current math standards and relate it to real world events into projects and de-emphasis lecture	2A.1. Administration Math Resource Teacher Leadership Team	2A.1. Classroom Walkthrough Observations Lesson Plan Checks PLC Meeting Discussions	2A.1. Discovery Reports Ongoing Assessment Results		
Mathematics Goal #2A: *18% (42) will score level 4 or 5*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13% (31) students scored level 4 or 5	*18% (42)*					

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		2A.2. Teachers need to provide reading, writing and math scaffolding strategies across content areas so students can enhance comprehension.	2A.2. Incorporate nonfiction concept related reading into math instruction.	2A.2. Administration Math Resource Teacher Leadership Team	2A.2. Classroom Walkthrough Observations	2A.2. Discovery Reports Ongoing Assessment Results	
		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. Inconsistent implementation of curriculum provided by the district: PCI, Sonday, TouchMath	2B.1. Administration will monitor the implementation of curriculum	2B.1. Administration ESE Teachers Math Resource Teacher	2B.1. Classroom Walkthrough Observations Lesson Plan Checks	2B.1. Walkthrough Obs. Tool Discovery Reports Ongoing Assessment Results		
Mathematics Goal #2B: 100% (2) will score at or above 7	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50 % (1 student) scored above level 7 on FAA Mathematics	100% (2) will score at or above level 7					
		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. Teacher needs to be aware of new techniques and practices and incorporate them into daily practice	3A.1. Professional development that is content specific by math resource team	3A.1. Administration Math Resource Teacher Leadership Team	3A.1. Professional Development Participation Classroom Walkthrough Observations	3A.1. PD Records Discovery Reports		
Mathematics Goal #3A: 59%(140)of Griffin Students will be proficient in Math on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	51% 121	*100% 140*					
		3A.2. Engagement Teachers may not have appropriate technology or have the ability to use the technology in their classrooms.	3A.2. Tech Coach Workshops	3A.2. Administration Math Resource Teacher Leadership Team	3A.2. Lesson Plan Checks Classroom Walkthrough Observations	3A.2. Walkthrough Obs.Tool	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1 Lack of practicing the format of the assessment with students	3B.1. Practice the format of the test	3B.1. Administration Math Resource Teacher ESE Teachers	3B.1. Classroom Walkthrough Observations	3B.1. Walkthrough Obs. Tool		
Mathematics Goal #3B: 100% (2) will make learning gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	unknown	100% (2) will make learning gains					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students not making connections to the lesson essential question, teachers must model these connections.	4A.1. Utilize LFS strategies to provide a focus to the lesson	4A.1. Administration Math Resource Teacher Leadership Team	4A.1. Classroom Walkthrough Observations Lesson Plan Checks	4A.1. Discovery Reports Ongoing Assessment Results		

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Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
58% (34)of students will meet proficiency on the 2013 FCAT						
	50% (29)	*58% (34)*				
		4A.2. Teacher needs to refer to math LEQ a key points throughout the lesson	4A.2. Provide oral and written summarization throughout the lesson	4A.2. Administration Math Resource Teacher Leadership Team	4A.2. Classroom Walkthrough Observations	4A.2. Walkthrough Obs. Tool
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1. Lack of student engagement and exposure to grade level curriculum	4B.1. Provide hands on, experimental experiences for students practice and reinforcement	4B.1. Administration Math Resource Teacher ESE Teacher	4B.1. Classroom Walkthrough Observations	4B.1. Walkthrough Obs. Tool	
Mathematics Goal #4B: *100% (2) will make learning gains in math*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Data not available or unknown	*100% (2) will make learning gains in math*				

		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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** 42%	47	52	57	61	66	71
Mathematics Goal #5A: *The goal is to meet the yearly AMO target each year. By Spring Griffin will meet the goal of 52% proficient.*							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Teacher needs to provide consistent and pervasive math vocabulary instruction.	5B.1. Marzano's 6 Step Vocabulary Practice/interaction with new vocabulary	5B.1. Administration Math Resource Teacher Leadership Team	5B.1. Classroom Walkthrough Observations Lesson Plan Checks	5B.1. Discovery Reports Walkthrough Obs. Tool		
Mathematics Goal #5B: *By Spring 2013, student in the subgroups will meet the AMO target.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 51% Black:36% Hispanic:59% Asian: American Indian:	White:56% Black:42% Hispanic:63% Asian: American Indian:					
		5B.2. Teachers will utilize writing to respond to new learning	5B.2. Daily written or oral summarization	5B.2. Administration Math Resource Teacher Leadership Team	5B.2. Classroom Walkthrough Observations PLC Meeting Discussions	5B.2. Discovery Reports Walkthrough Obs. Tool	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Some teachers lack knowledge on how to differentiate lessons based on need.	5C.1. Provide all teachers with ESOL strategies Collaborative planning with ESOL support	5C.1. Administration Math Resource Teacher Leadership Team ESOL Paraprofessional	5C.1. PLC Meeting Discussions Classroom Walkthrough Observations Lesson Plan Checks	5C.1. Discovery Reports Ongoing Assessment Results		
Mathematics Goal #5C: *By Spring 2013, ELL students will meet the goal of 36%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17%	36%					
		5C.2. Teachers not implementing ESOL strategies with fidelity	5C.2. Administrative walkthroughs PLC's to provide ESOL strategies	5C.2. Administration Math Resource Teacher Leadership Team	5C.2. Classroom Walkthrough Observations Lesson Plan Checks	5C.2. Discovery Reports Ongoing Assessment Results	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students placed in inclusion classrooms without appropriate support	5D.1. Become familiar with different strategies to utilize with SWD	5D.1. Administration Math Resource Teacher Leadership Team ESE Teachers	5D.1. Classroom Walkthrough Observations PLC Discussions with ESE team	5D.1. ESE Resource Log		

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Mathematics Goal #5D: By Spring2013, SWD students will meet the AMO goal of 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23%	44%					
		5D.2. Lack of motivation	5D.2. Cooperative structures to be utilized consistently in lessons. Incorporate real world events into math lessons and activities	5D.2. Administration Math Resource Teacher Leadership Team	5D.2. Classroom Walkthrough Observations Lesson Plan Checks	5D.2. Observation Tool	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students fail to recognize the relevance of math to their daily lives leading to disengagement.	5E.1. Provide real world opportunities to practice new skills/strategies. Utilize current math events to engage students in discourse relating curriculum to world issues through multimedia/ technology	5E.1. Administration Math Resource Teacher Leadership Team Title One Resource Teacher	5E.1. Classroom Walkthrough Observations	5E.1. Discovery Reports Ongoing Assessment Results		
Mathematics Goal #5E: *By Spring2013, Econ. Disadvantaged students will meet the AMO goal of 49%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%	49%					
		5E.2. Teachers need to connect each math lesson essential question to prior knowledge and convey the relevance.	5E.2. Distributed summarization related to prior knowledge and real world events.	5E.2. Administration Math Resource Teacher Leadership Team	5E.2. Classroom Walkthrough Observations	5E.2. Discovery Reports Ongoing Assessment Results	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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
Collaborative Planning that reflects extensive knowledge of the math standards, content and structure of discipline and instructional practices.	K-5	C. Revolinksi Math Resource	PLC / grade level teams	Weekly PLC meetings (Thursdays)	Walk Through Observations	C. Revolinski (Math Resource) Leadership Team
Data Driven Differentiated Instruction	K-5	C. Revolinksi Math Resource	PLC / grade level teams	Weekly PLC meetings (Thursdays)	Walk Through Observations	C. Revolinski (Math Resource) Leadership Team
Incorporation of Wylies, HOT, and Math Lab	K-5	C. Revolinski Math Resource	PLC / grade level teams	Weekly PLC meetings (Thursdays)	Weekly PLC meetings (Thursdays)	C. Revolinski (Math Resource) Leadership Team
Incorporate Math Facts in a Flash	K-5	C. Revolinski	PLC/ grade level teams		Walk Through Observations	C. Revolinski (Math Resource) Leadership Team

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

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

Wylies's Warm Up Printing	Standards based Math daily warm ups	Title One	$133.00
Subtotal:$133.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math Facts in a Flash	Computer based math facts drills	Title One	2,396.99
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD does not require the purchase of additional materials		No source needed	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Resource Teacher/Math Lab	Teacher to provide planning and instructional guidance and resources	Title One	49,375
Subtotal:			
Total: 49,508			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase					

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	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		

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

| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1A.1. 50% of our incoming 5th grade students scored at a proficient reading level on their 4th grade SSS Reading FCAT. They may have difficulty reading the 5th grade SSS Science FCAT. | 1A.1. Teachers will incorporate science text in the reading block and/or utilize reading strategies with the science block.

Learning-Focused Professional Development in summarizing strategies, extended thinking, and collaborative pairs.

Increase use of inquiry based labs through coaching and curriculum development.

Apply a variety of instructional strategies, such as video clips, online resources, and print materials, differentiated for student needs.

Implementation of EDUTECH | 1A.1. Administration Classroom Teachers Science Coach

Ms. Betz Science AIF | 1A.1. Multiple measures include:
● Teacher observations
● Leadership Team observation data
● Objective Discovery Education Assessment (3 administrations per school year) aligned with FCAT
● Griffin Title 1 assessments
● Lesson Plans
● Consultant observations and feedback | 1A.1. Discovery Education Assessment (short term-3 administrations per year), FCAT (long term-annual)

Lesson plans

Student work

Unit tests | | |

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Science Goal #1A: 50% (33)of our 5th graders will achieve level 3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	35% (23)of our students scored achievement level 3	50% (33)of our 5th graders will achieve level 3				
		1A.2. Students have gaps in their background knowledge of essential science concepts	1A.2. Apply a variety of instructional strategies and materials for students at differentiated learning levels for individual students.	1A.2. Administration Classroom Teachers Science Coach	1A.2. Multiple measures include: - Teacher observations - Leadership Team observation data - Objective Discovery Education Assessment (3 administrations per school year) aligned with FCAT - Griffin Title 1 assessments - Lesson Plans - Consultant observations and feedback - Student lab manuals	1A.2. Discovery Education Assessments (short term-3 administrations per school year); FCAT (long term-annual)
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Science Goal #1B: None tested	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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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		
		1B.2.	1B.2	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. 15% of our incoming 5th grade students scored at a proficient reading level on their 4th grade SSS Reading FCAT. They may have difficulty reading the 5th grade SSS Science FCAT Assessments are not authentic or engaging or HOT questions for students Limited implementation of technology to enhance content delivery	2A.1. Teachers will incorporate science text in the reading block and/or utilize reading strategies with the science block. Learning-Focused Professional Development in summarizing strategies and extended thinking Teachers will utilize a variety of formative and summative assessment strategies including problem-solving and project-based assessments with clear outcomes. Use of clear rubrics. Provide teachers with Professional Development regarding technology implementation	2A.1. Administration Classroom Teacher Science Coach Technology Coach	2A.1. Multiple measures include: • Teacher observations • Leadership Team observation data • Objective Discovery Education Assessment (3 administrations per school year) aligned with FCAT • Griffin Title 1 assessments • Lesson Plans • Consultant observations and feedback Student lab manuals	2A.1. Discovery Education Assessment (short term-3 administrations per year), FCAT (long term-annual)		

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	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Science Goal #2A: We will increase the number of students who score level 4 & 5 by 15%.							
	8.6% of students scored level 4/5 (6 of 67)	15% (10) of students will score a level 4/5.					
		2A.2 Students fail to recognize the relevance of science to their daily lives leading to disengagement.	2A.2. Teachers utilize a variety of STEM opportunities for students to explore science through active, inquiry based instruction, using a variety of media resources, internet, print and videos, and curriculum to connect to real world issues. Students will be provided opportunities to discuss learning through project-based learning.	2A.2. Administration Classroom Teacher Science Coach	2A.2. Lesson Plans Vocabulary Notebooks Classroom observations Title 1 Assessments	2A.2. Discovery Education Assessment (short term-3 administrations per year), FCAT (long term-annual)	
		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: *None tested*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative Planning with Science Academic Intervention Facilitator	K-5	M. Betz/ Rodriguez	PLC grade level teams	Weekly PLC (Thursdays) and or Planning days (Mondays)	Walk Through Observations and Discovery Data analysis	A. Downey Leadership Team
Incorporation of Hands-On Science Lab	3-5	Science Resource M. Betz		Weekly lab schedule	Leadership Team meetings (Fridays) to discuss progress	M. Betz and the leadership team
EDUTECH	k-5	M. Betz	Instructional Staff	November – year-end	Monitor reports	M. Betz and the leadership team

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
Utilize district science kits for hands on activities	Science materials kits	District provided with Science curriculum	
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
Science Resource Teacher Science AIF	Teachers to provide instructional guidance, planning and hands-on experiences.	Title One	72,452
Science Weekly	Weekly Science Content Reading	Title One	576.40
			Subtotal:
Total: 73,028.40			

End of Science Goals

Writing Goals

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

Writing Goals	**Problem-Solving**					

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

	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		

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

1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Many teachers lack a strong knowledge of the state standards related to their grade level. Selective use of the Polk County curriculum maps and pacing guide.	1A.1. Consistent administrative walkthroughs to ensure quality and fidelity of LFS implementation. Training by district writing coordinator on Polk Writes. Student experiences are aligned with outcome expectations of state standards. Comprehensive and effective use of ELA maps and pacing guides in all grade levels. Weekly professional development with district writing professional for strategies and small group instructions	1A.1. Reading Resource Administration Leadership Team Leadership Team	1A.1. Walk Through Observation Analyze progress monitoring prompts. Monitor writing prompts and writing instruction Walk Throughs	1A.1. FCAT Writing POLK Writes prompts Ongoing progress monitoring of prompts		

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Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By Spring 2013, 85% (69) of our 4th grade students will score 3.0 or above on FCAT Writes.						
	72% (59)of 4th grade students scored a 3.0 or higher on FCAT Writes	85%(69) of 4th grade students scored a 4.0 or higher on FCAT Writes				
		1A.2. Lessons design lacks structure to meet the demand of the rigor of FCAT Writes and student engagement is not planned for.	1A.2. PLCs/Collaborative planning. Training by district writing coordinator on the Polk Writes and FCAT rubric Lessons include active student engagement structures.	1A.2 Reading Resource Administration Leadership Team .	1A.2. Analyze progress monitoring prompts.	1A.2. FCAT Writing POLK Writes prompts
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1. Failure to implement the curriculum provided by the district	1B.1. Implement the curriculum provided by the district Practice the format of the assessment	1B.1. ESE teacher Leadership Team	1B.1. Administer Formative assessments	1B.1. FCAT Writing Polk Writes data	
Writing Goal #1B: *100% (1) will score at 4 or higher*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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

	100% (1) scored at 4 or higher	*100% (1) will score at 4 or higher*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training by district writing coordinator on Polk Writes	K-5	District Coordinator	Grade level classroom teachers	September 19, 2012	Classroom Observations	Leadership Team Administration
Training by district writing coordinator on the FCAT rubric	Grades 3-4	District Coordinator	Grade level classroom teachers	October 7, 2012	Classroom Observations	Leadership Team Administration

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
Polk Writes	District Curriculum	No funding source needed	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District trainers will meet with PLC teams to orient them on Polk Writes	District Curriculum Maps	No funding needed	
District trainers will meet with grades 3-4 to provide rubric training on the new demands of FCAT Writing.	No extra resources needed	No Funding needed	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

Attendance Goal(s)

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

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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. Lack of awareness of attendance policy	1.1. - Translate policy to languages that reflect the population of the school - Increase awareness and expectations with attendance policy - Work with school social worker - Work with Title 1 (parent nights) - Teachers make courtesy calls -Face-to-face parent meetings -Check in/out	1.1. Attendance Manager Attendance Multidisciplinary Team	1.1. Genesis attendance records	1.1. Genesis attendance records		
Attendance Goal #1: Griffin will increase attendance rate by 2% according to attendance records.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

	94.4%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	197	100					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	105	100					
		1.2. Students struggling with academic progress/ lack motivation	1.2. Increase time on task, use mentors/ tutors	1.2 Attendance Manager Attendance Multidisciplinary Team.	1.2. Genesis attendance records	1.2. Genesis attendance records	
		1.3. Number of students who are suspended on out of school suspensions	1.3. -reinforce school expectations - Eagle Bucks - Tier 2 Check in/check out - recognition of students for positive attendance/behavior	1.3. Attendance Manager Attendance Multidisciplinary Team	1.3. Genesis attendance records	1.3. Genesis attendance records	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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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
None planned						

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
None planned		No funding needed	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
None planned			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
None planned			
Subtotal:			

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Lack of training and teacher implementation.	1.1. Teacher Support: a. training n PLCs b. b. coaching c. reward teachers	1.1. a. PBS Team b. Leadership Team	1.1. Number of monthly referrals Observe through walkthroughs Monitor use of reinforcers Monitor teacher minor forms	1.1. Genesis report Minor Forms		
Suspension Goal #1: By the end of the 2012-2013 school year, Griffin will decrease the number of office referrals by 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					

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

	3	3					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	3	3					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	178 incidents	150 incidents					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	46	36					
		1.2. Lack of appropriate social skills	1.2. Implement PBS - teacher, model, practice, and reinforce - Implement skills streaming	1.2. a. PBS Team b. Leadership Team	1.2. Observation Lesson Plans Number of positive reinforcements	1.2. Genesis report Check in/Check out	
		1.3. Students need additional reinforcement and instruction	1.3. Implement check in/check out points system Mentoring	1.3. a. PBS Team b. Leadership Team	1.3. Review points Organize data and present at PSLT meetings	1.3. PBS Spreadsheet (points system) Student and Teacher feedback	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
None planned						

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
PBS program update professional development	PBS leader and team to provide a brief refresher training for the staff.	No funding needed	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
None planned			

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
None planned			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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	

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1. Parent Involvement	1.1. Parents do not have childcare for their other children who do not attend our school.	1.1. See Parent Involvement Plan submitted online to state	1.1. Title One Program/Parent Involvement Facilitator Administration	1.1. Parent Survey Sign in sheets Parent Meeting Evaluations	1.1. Title One Parent Survey Sign in sheets Parent Meeting Evaluations		
Parent Involvement Goal #1: By the end of the 2013 school year, 70% of parents will attend and participate in at least one of our parent involvement activities.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	54% (286)	70% (371)					
		1.2. Parents do not have transportation to our school for parent nights and/or the time to attend.	1.2. See Parent Involvement Plan submitted online to state	1.2. Title One Program/Parent Involvement Facilitator Administration	1.2. Parent Survey Sign in sheets Parent Meeting Evaluations	1.2. Title One Parent Survey Sign in sheets Parent Meeting Evaluations	
		1.3. Some parents have limited English proficiency.	1.3. See Parent Involvement Plan submitted online to state	1.3. Title One Program/Parent Involvement Facilitator Administration	1.3. Parent Survey Sign in sheets Parent Meeting Evaluations	1.3. Title One Parent Survey Sign in sheets Parent Meeting Evaluations	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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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
Effective Parent Communication	K-5	Malissa Mason (Title One)	Teachers grades -5	November 2012	Title One Follow Up Meetings	Malissa Mason

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:			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Parent communication agendas Gift of Reading Parent Nights	Agendas to communicate with parents	Title One	$2,000.00 No cost $500.00
Subtotal:			
Total:$2,500.00			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

STEM Goal #1:
 	
All third, fourth, and fifth grade classrooms will integrate science, technology, and math into multidisciplinary units.
	1.
	Teacher lack of training on cross curricular planning
		1.1.
		Collaborative planning with resource team
			1.1.
			Principal, AP/C/A, Instructional Facilitators/ Teachers
				1.1.
				Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				
				classroom walk-throughs (3 -5')
				    Informal observations
				    Formal Observations
					1.1.
					Discovery Assessments
					Common Assessments
					(Teacher made by grade level and subject)

	1.2 Teachers lack knowledge of the standards related to grade level	1.2. Increase overall knowledge of standards	1.2. Principal, AP/C/A, Instructional Facilitators/ Teachers	1.2. Data Chats to make curricular/instructional decisions based on review of student data and artifacts classroom walk-throughs (3 -5') Informal observations	1.2. Discovery Assessments Common Assessments
	2.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					

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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
No Stem PD planned						

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
After school STEM club	Resource teachers will hold after school STEM club sessions weekly focusing on hands on projects, speakers and experiences related to STEM.	No funding needed	
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

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

Subtotal:			
Total:			

End of STEM Goal(s)

Additional Goal(s)

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

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

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

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

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
NONE			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
Substitutes for mentoring during reading block **Title One- Unknown, will depend on the number of participants.** **Program Facilitator/ Lab Paraprofessional**	**Total:$ 68,836**
CELLA Budget	
No Budget	**Total: 0**
Mathematics Budget	
Math Resource Teacher / Math Lab/Wylie's Warm-Ups	**Total: $49,508**
Science Budget	
Science Resource Teacher/Science Lab/Science Weekly	**Total:$ 73,028**
Writing Budget	
No Budget	**Total: 0**
Civics Budget	
No Budget	**Total: 0**
U.S. History Budget	

No Budget	Total: 0
Attendance Budget	
No Budget	Total: 0
Suspension Budget	
No Budget	Total: 0
Dropout Prevention Budget	
No Budget	Total: 0
Parent Involvement Budget	
Parent Involvement Agendas /Parent Nights	Total:$2,500.00
STEM Budget	
No Budget	Total: 0
CTE Budget	
No Budget	Total: 0
Additional Goals	
	Total:
	Grand Total: $193,872.00

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		
▢Priority	▢Focus	▢Prevent

- 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.
SAC will review the School Improvement plan (SIP), approve the lottery funds, participate in school activities to bring corporate sponsors, participate the Great American Teach-In and progress monitoring of SIP strategies and goals.

Describe the projected use of SAC funds.	Amount
SAC funds will be used to purchase nonfiction, high interest, and complex text books for guided reading.	Budget unknown