Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Boggy Creek Elementary	District Name: Osceola
Principal: Mary Ann Rodriguez-Perez	Superintendent: Melba Luciano
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Mary Ann Rodriguez-Perez	BS Elementay Education, ED. Leadership, School Principal	5	9	2011-2012 Grade B 2010-2011 Grade A, 2009-2010 Grade =C 2008-09 Grade=B, 2007-08 Grade=A,

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

Assistant Principal	Anita Avery	BA Elementary Education, MA Reading, EdD Curriculum & Instruction, Elem. Ed, ESOL , ESE, Voc. ED., Middle School Integrated Curriculum	4	7	2011-2012 Grade B 2010-2011 Grade A, AYP 95% 2009-2010 Grade =C, AYP 79% 2008-09 Grade=B, AYP 74% 2007-08 Grade=A, AYP 95%

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

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)
Literacy Coach	Marianna Menna	BS. Elementary ED.	5	5	2011-2012 Grade B 2010-2011 Grade A, AYP 95% 2009-2010 Grade=C,AYP 79% 2008-09 Grade=B, AYP 95% 2007-08 Grade=A, AYP 100%
Math/ Science	Glorimel Nieves	BS. Elementary ED.	1	1	2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72%
RtI Coach/ LRS	Pamela Amoda	Elementary Ed, Ed. Leadership	6	6	2011-2012 Grade B 2010-2011 Grade A, AYP 95% 2009-2010 Grade=C,AYP 79% 2008-09 Grade=B, AYP 95% 2007-08 Grade=C, AYP 77%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Marzano Training		
2. RtI Srategies		
3. Science and Math		
4. Professional Learning Communities & Lesson Study Teams		

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of the 48 instructional staff 6 are out of field for ESOL, 2 are out of field for ASD and 2 are out of field for gifted.	Teachers are attending training to become certified.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
48	4	12	21	11	10		3	2	42

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
Marianna Menna	All Reading teachers	Literacy Professional Development	PLC, on- going coaching and support
Glorimel Nieves	All Math and Science teacher	Math and Science Professional Development	PLC, on- going coaching and support

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

Pam Amoda	All teachers	Guidance with appropriate interentions	PLC, on- going coaching and support
Pam Amoda Marianna Menna Yamila Figueroa Elizabeth Terry Charisse Marin Edris Ramos Mary Ann Rodriguez-Perez Anita very	All teachers	Marzano Teacher Evaluation System	Workshops and on-going Coaching support

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part A will supplement the academic instruction at the Title I school-wide school. The funds will supplement reading, math, writing, and science to increase student achievement. The Title I, Part A funds will be used to raise the achievement of the school as a whole.
Title I, Part C- Migrant
If migrant students are identified, Title I, Part C will supplement services to eligible migrant students.   The school and the Migrant department will work cooperatively to meet the needs of any identified migrant students.
Title I, Part D
Title II
Title III
Title III money is used to help support ESOL assistants to work with our NES students and other limited English students in the school.
Title X- Homeless
Title X funds are used to supplement homeless student needs which arise are a result of the unique needs brought about by students and families being homeless
Supplemental Academic Instruction (SAI)
Money for SAI is used to fund a program of instruction for students in grades 2nd -5th that are below grade level in reading and math.
Violence Prevention Programs
Nutrition Programs
Boggy Creek Elementary has a free breakfast program for all the students to help start the day in a healthy way. All students can enjoy a healthy breakfast. This year we are a Provision 2 school which allows all of our students to eat for free.
Housing Programs
Head Start
Adult Education
Career and Technical Education

Job Training	
Other	

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
The school-based Rtl Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, school psychologist, classroom teacher, reading/math/science coaches, Rtl Facilitator, and Speech and Language Pathologist (SLP).
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 School-Based Rtl Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress continue in the RtI process. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a person to support the interventionist (e.g., teacher, Coaches, guidance counselor) and this individual reports on all data collected at future meetings.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
The RtI Leadership Team met with the principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching 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: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), Formative Assessment, Diagnostic Assessment for Reading (DAR), Discipline Referrals and teacher's common assessments.   Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation,   Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR),   End of year: FAIR, FCAT
Describe the plan to train staff on MTSS.
Professional development is offered to teachers during pre-planning and grade level meetings.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Marianna Menna- Literacy Coach   Jean Eason- Media Specialist   Sabrina Montes- 1st grade teacher   Mary Ann Rodriguez-Perez- Principal   Jacqueline Padilla- 3rd grade teacher   Anna Westerh-Kindergarten teacher   Ivette Nieves-2nd grade teacher   Bethanie Marquez- 5th grade teacher   Adele Sicardo- 5th grade teacher   Jazmin Santos- 4th grade teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team will meet on a monthly basis or more if needed. The meetings will consist of analyzing data, determining the needs of students, and create a course of action needed to benefit Boggy Creek and students. Based on the data analyzed, the team will adjust the activities and professional development toward improving and refining reading instruction across all grade levels. They will also plan activities for parent nights.
What will be the major initiatives of the LLT this year?
The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. In order to increase percentage of students making learning gains in reading.

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.

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

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.

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

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

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students do not have enough vocabulary	1A.1. School wide activities to encourage learning vocabulary, such as vocabulary parade and daily mystery word. Weekly CIM Assessments aligned with FCAT 2.0 and Common Core Question Stems	1A.1. Literacy coach Classroom teacher Administration	1A.1. Grade level data Monitor lesson plans	1A.1. FAIR FCAT assessment		

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

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

Reading Goal #1A: *Increase the number of students in Level 3 by 8%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current level 52%	*Expected level 60%*					
		1A.2. Inadequate stamina and application of ELA Standards across various texts	1A.2. Continue implementing the Daily 5 strategies during reading	1A.2. Literacy coach Classroom teacher Administration	1A.2. Monitor lesson plans	1A.2. Lesson Plan Documentation,Class room Walkthroughs/ Observations; Macmillan Weekly FCAT Assessments, DRA, ORF, FAIR Formative Assessment Results	
		1A.3. Lack of background knowledge	1A.3. Weekly CIM Assessments aligned with FCAT 2.0 and Common Core Question Stems	1A.3. . Literacy coach Classroom teacher Administration	1A.3. . Monitor lesson plans	1A.3. . Lesson Plan Documentation,Class room Walkthroughs/ Observations; Macmillan Weekly FCAT Assessments, DRA, ORF, FAIR Formative Assessment Results	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Poor language vocabulary and language skills.	1B.1. Differentiated instruction during the reading block to help students increase their skills.	1B.1. ASD teachers Administration	1B.1. Monitor lesson planas	1B.1. FAA results		

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

Reading Goal #1B: _Increase the number of students at levels 4, 5, and 6._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	29% of the students scored levels 4,5 and 6	_Expected outcome 30%_				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Rigorous Instruction aligned with FCAT 2.0 tasks	2A.1. Continue to train teacher to increase rigor in the classroom.	2A.1. Classroom Teachers Literacy Coach Administration	2A.1. . Review lesson plans Marzano's observation	2A.1. Results of assessments		
Reading Goal #2A: _Improve students achieving levels 4 and 5 by 8%._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current 23%	_Expected_ 30%					
		2A.2. Challenge students to achieve higher.	2A.2. Gifted /Reach classes for advanced students.	2A.2. Classroom Teachers Literacy Coach Administration	2A.2. Review lesson plans Marzano's observation	2A.2. Results of assessments	
		2A.3. Increase in higher order thinking lessons	2A.3. Continous training during grade level meetings	2A.3. Classroom Teachers Literacy Coach Administration	2A.3. . Review lesson plans Marzano's observation	2A.3. Results of assessments	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Poor Reading Development, including basic comprehension and vocabulary skills	2B.1. Differentiated instruction and IEP goals	2B.1. ASD teachers Administration Literacy Coach	2B.1. Lesson Plans	2B.1. Results of assessments		

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

Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve students achieving at level 7 or higher							
	Current: 71%	*Expected: 80%*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Large percentage of students reading below grade level	3A.1. Daily interventions to attack reading skills in small groups.	3A.1. Administration Literacy Coach Classroom teachers	3A.1.Monitor lesson plans	3A.1. Weekly assessments ,FAIR data		
Reading Goal #3A: Increase students learning gains by 6%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64%	*74%*					
		3A.2. Students not motivated to read.	3A.2. Increase use of AR with incentives and challenges.	3A.2. Administration Literacy Coach Classroom teachers Media Specialist	3A.2. Monitor uses of program.	3A.2. Monitor uses of program.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of participation in Extended Learning Opportunities.	4A.1. Teachers will work with students during their special areas.	4A.1. Classroom teachers Administration	4A.1. Monitor student participation	4A.1. FAIR and FCAT results		
Reading Goal #4: *Increase student in lowest quartile making adequate progress by 5%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60%	*79%*					
		4A.2. Addressing the needs of our struggling students.	4A.2. Teachers will work with students in small groups during reading time.	4A.2. Classroom teachers Administration	4A.2. Grade level data	4A.2. FAIR and FCAT results	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 68%	52%	57%	63%	69%	76%`	84%
Reading Goal #5A: *68% percent of our students achieved a level 3 or higher in the 2011 FCAT. We will increase our number by 10% each year.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian: Parent/Student Language Barriers High Mobility Rate Hight Rate of Econimically Disadvantaged Students	5B.1. Immediate Intensive Intervention built into daily grade level schedules, Reading Family Nights, 2012-2013 Reading Plan, Guided Reading & Balanced Literacy, School-wide promotion of Accelerated Reader	5B.1. Administration, Literacy Coach, Math Coach, Learning Resource Specialist, Instructional Staff	5B.1. Progress Monitoring Meetings with Leadership Team, Marzano Evaluation Tools, Classroom Walk-Throughs, Benchmark Assessments, Running Records Lesson Plans, District Fidelity Visits, PLC Meetings	5B.1. Gains Shown In: Formative Benchmark Assessments, Running Records, FAIR, FCAT Reading, CELLA		

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

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve the performance of each subgroup.							
	White: 18% Black: 19% Hispanic: 32% Asian: 0 American Indian: 25%	White: 15% Black: 15% Hispanic: 25% Asian: 0 American Indian: 20%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	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. Students lack vocabulary and background knowledge.	5C.1. Students will stay after school on Wednesdays to work in the Computer lab.	5C.1. Literacy Coach Administration Paraprofessionals	5C.1. Progress Monitoring Meetings with Leadership Team, Marzano Evaluation Tools, Classroom Walk-Throughs, Benchmark Assessments, Running Records Lesson Plans, District Fidelity Visits, PLC Meetings	5C.1. Gains Shown In: Formative Benchmark Assessments, Running Records, FAIR, FCAT Reading, CELLA		
Reading Goal #5C: *Based on the 2012 FCAT 33% of our ELL students did not make adequate progress.*	2012 Current Level of Performance.*	2013 Expected Level of Performance.*					
	33%	30%					
		5C.2. Students with low English speakin.g proficiency	5C.2. ESOL paraprofessionals will work with students in small groups.	5C.2. Administration Teachers Paraprofessionals	5C.2. Progress Monitoring Meetings with Leadership Team, Marzano Evaluation Tools, Classroom Walk-Throughs, Benchmark Assessments, Running Records Lesson Plans, District Fidelity Visits, PLC Meetings	5C.2. Gains Shown In: Formative Benchmark Assessments, Running Records, FAIR, FCAT Reading, CELLA	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: *Based on the 2012 FCAT 33% of our SWD did not make adequate progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%	*30%*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		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.	5E.1.	5E.1.	5E.1.	5E.1.		

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

Reading Goal #5E: *Based on 2012 FCAT 31% of our Economically Disadvantaged students did not make adequate progress.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	69%	72%				
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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
Marzano Performance Skill Scales & Observational Checklists	K-5 teachers	Administration Vanguard Team	School wide	Wednesdays on-going	Marzano iObservation	Literacy Coach Administration

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

FCAT 2.0 & Common Core Assignments and Assessments	k-5 teachrs	Literacy coach	School wide	Wednesdays on-going	Marzano iObservation	Administration

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

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
LLI Reading Intervention Program	Leveled readers	Title 1	4,500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Renaissance	AR program	Discretionary Budget	3,500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core	Coach		0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Reading Competitions	Battle of the Books	Discretionary Funds	200.00
Subtotal:			
Total:			

End of Reading Goals

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

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.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	

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

CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading:					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Poor academic achievement of Level 3 studentss	1A.1. Continue with the implementation of 90 minute math block. Use of manipulatives	1A.1. Math coach Classroom teachers Administration	1A.1. Review lesson plans	1A.1. Mini benchmark Assessments,		
Mathematics Goal #1A: *Improve students in level 3 by 15%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Current: 51%	Expected: 65%				
		1A.2. Lack of pre requisite skills	1A.2. Teachers will work in small groups to target skills	1A.2. Math coach Classroom teachers Administration	1A.2. Review lesson plans	1A.2. . Mini benchmark Assessments,
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. Poor level of independent application	1B.1. Use of manipulatives	1B.1. ASD teacher Administration Math Coach	1B.1. Review lesson plans	1B.1. Observation checklists	
Mathematics Goal #1B: *Based on 2012 FAA 29% students scored level 4-6*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Current: 29%	Expected: 29%				
		1B.2. Inadequate Number Sense Skills	1B.2. Extensive concrete Experience.	1B.2. ASD teacher Administration Math Coach	1B.2. Review lesson plans	1B.2. Observation checklists
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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. High achieving students are not challenged enough.	2A.1. Cluster students in Reach classes	2A.1. Math Coach Administration Classroom teacher	2A.1. Monitor weekly Classroom Lesson Plans	2A.1. CIM benchmark assessment		
Mathematics Goal #2A: *Improve students in level 3 by 8%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current 17%	*Expected 25%*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Insufficient pre-requisite skills	2B.1. Differentiated instruction using manioulatives	2B.1. ASD teacher Math Coach Administration	2B.1. . Monitor weekly Classroom Lesson Plans	2B.1. FAA assessment		
Mathematics Goal #2B: *Based on 2012 FAA 71% students scored above level 7*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current: 71%	*Expected: 75%*					

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Students have gaps in their comprehension and knowledge of basic concepts.	3A.1. Triple i, 90 minute block with differentiated instruction and extended learning opportunities.	3A.1. Math coach Administration Teachers	3A.1. Lesson Plans	3A.1. Assessments		
Mathematics Goal #3A: *Improve students making learning gains by 8%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current : 71%	*Expected: 80%*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Student's lack of fluency in basic math facts and computation skills.	4A.1. Continued practice of skills.	4A.1. Math coach Teachers	4A.1. classroom walk-throughs.	4A.1. Assessments		
Mathematics Goal #4: *Based on 2012 FCAT 72% of our lowest quartile made adewuate learning gains*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current: 72%	*Expected: 80%*					
		4A.2. Students have gaps in their comprehension and knowledge of basic concepts.	4A.2. Teachers will target specific deficiencies during small group instruction.	4A.2. Math Coach Teachers	4A.2. lesson plans	4A.2. Assesments	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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** 69%	51%	56%	62%	68%	75%	83%
Mathematics Goal #5A: *69% of our students scored a level 3 in the 2011 FCAT. We will increase the number of level 3 students by 10%*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Inadequate progress of our subgroups is due to a lack of pre-requisite skills:	5B.1. Review pre-requisite skills and vocabulary during small groups.	5B.1. Administration Classroom teachers Math Coach	5B.1. Review weekly progress Walk throughs	5B.1. Mini assessments		

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

Mathematics Goal #5B: *31% of our subgroupos did not make adequate progress in math.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 18% Black:44% Hispanic:32% Asian:0 American Indian:25%	White: 10% Black:35% Hispanic:25% Asian:0 American Indian:15%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Students with low English Proficiency.	5C.1. ESOL paraprofessionals to help in the classroom. Have students attend extended learning opportunities.	5C.1. Administration	5C.1. Attendance log	5C.1. Result of assessments		
Mathematics Goal #5C: *Based on the 2012 FCAT scores 35% of our ELL students did not make adequate progress*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current 35%	*Expected: 30%*					
		5C.2. Large number of families can not help students because of a language barrier.	5C.2. Family nights to teach parents strategies. Workshops after All Pro Dads and I Moms	5C.2. Administration	5C.2. Attendance log.	5C.2. Results of assesssments	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students might not always have at home the resources needed to learn.	5E.1. Parents will take home activities when they participate in academic nights.	5E.1. Math coach Administration Teachers	5E.1. Results on formatives.	5E.1. Assessments		
Mathematics Goal #5E: *Based on the 2012 FCAT 31% of our Economically Disadvantaged students did not make adequate progress.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current 31%	*Expected: 25%*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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

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
Common core training	K-5	Math Coach	All teachers	On- going all year	Lesson Plans Common planning sessions	Administration Math Coaches
Differentiating Instruction	K-5	Math Coach	All teachers	On- going all year	Lesson Plans Walk through	Administration

Mathematics Budget (Insert rows as needed)

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

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

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

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students do not have background knowledge to comprehend vocabulary and concepts.	1A.1. Hands on lab for all grade levels. AIMS activities	1A.1. Teachers Science coach	1A.1. Monitor lesson plans	1A.1. Lesson Plans Science logs		
Science Goal #1A: *Based on the 2012 FCAT 36% of our 5th grade students scored a level 3*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Current 36%	Expected 50%					
			1A.2. Poor content application and maintenance of basic skills	1A.2. Implement Science competition among classrooms	1A.2. Teachers Science coach	1A.2. Monitor lesson plans	1A.2. . Lesson Plans Results of competition
			1A.3. Lack of practice with inquiry skills	1A.3. Implement science block for 5th grade	1A.3. Teachers Science coach	1A.3. Monitor lesson plans	1A.3. . Lesson Plans Science logs
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Limited enrichment opportunities for students.	2A.1. Implement Science Boot Camp	2A.1. Administration Science Coach	2A.1. Monitorlesson plans	2A.1. Science Jourmals		
Science Goal #2A: *Based on the 2012 FCAT score 5% of our 5th grade student scored level 4-5*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Current: 5%	*Expected 10%*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Poor Background Knowledge and Academic Vocabulary	2B.1. Use picture cues, realia to develop background knowledge and vocabulary.	2B.1. Science coach Administration ASD teacher	2B.1. Lesson Plans	2B.1. Lesson Plans		

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

Science Goal #2B: *Based on the 2013 FAA no students scored a level 7 or higher*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Current - 0	*Expected- 3%*					
		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

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

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

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Poor application of basic writing skills-conventions, organization	1A.1. Continue with PDA writing. Special area writing block for 4th grade Provide tasks so students have the opportunity of short or extended responses	1A.1. Administration Literacy Coach Claasroom teachers	1A.1. classroom walk throughs Osceola writes	1A.1.		
Writing Goal #1A: _Improve student achieving 3.0 or higher by 15%_	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Current 73%	_Expected 89%_					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	

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

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

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
PDA core Connections	K-5	PDA consultant	k-5 teachers	On-going during school year	Lesson Plans	Administration Literacy Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Source	Writing textbook	Title 1	8,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PDA Core Connections	PDA consultant	Title 1	6,000.
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parents do not give the importance to attendance.	1.1. Meetings with parents of students that have more than 5 unexcused absences. Perfect attendance certificate every nine weeks with coupons.	1. Attendance clerk 2. Social worker Principal	1.1. Pinnacle report	1.1. Attendance report.		

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

Attendance Goal #1: In the 2011-2012 school year our attendance will be equal or higher then the district average.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	95%	*95% or higher*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	15	*10*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	30	*25*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Incentives	Quarterly	Discretionary Budget	200.00
Subtotal:			
Total:			

End of Attendance Goals

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

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.Inconsistent school wide behavioral expectations and consequences	1.1.Continue to implement a school wide comprehensive PBS Behavior Program	1.1.Administration, Guidance Counselor, RtI Committee, PBS Committee, Classroom teachers	1.1. Monitor the number of minor infractions and discipline referrals	1.1.# of Office Referral Incidents, # of Guidance Referrals,		
Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	7% (6)	*5%*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	6	*4*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	2.2%	*2%*					

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

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	15	10				
		1.2.Chronic student misconduct cases and students' lack of	1.2.Utilize the RtI Problem-Solving Process to diagnose behavioral difficulties and implement effective behavioral plans	1.2. Administration, Guidance Counselor, RtI Committee,	1.2. Monitor the RtI Case Conferences for student progress	1.2.Parent School Climate Surveys	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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

		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

Additional Goal(s)

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

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

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

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total:

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

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

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

Are you reward school? Yes   No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

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

Yes   No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount

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

| | |
| | |