

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Grassy Lake Elementary School	District Name: Lake
Principal: Doreathe M. Cole	Superintendent: Dr. Susan Moxley
SAC Chair: Beth Shaver	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

List your school's highly effective 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	Doreathe M. Cole	Master of Science -- Elementary Curriculum and Instruction at Nova Southeastern University Bachelor of Science -- Elementary Education at Nova University	5	12	2011-12 Principal at Grassy Lake Elementary School Grade: A % of Students meeting high standards: 70% Reading; 66% Mathematics; 86% Writing, 57% Science. 2010-11 Principal School Grade: A % of students meeting high standards: 83% Reading; 85% Mathematics; 92% Writing; 63% Science. AYP: 100% 2009-10 Principal

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

		<p>Specialist in Education with a major in Educational Leadership at Barry University</p> <p>State of Florida Certifications: Elementary Grades 1-6; Educational Leadership; School Principal</p>		<p>School Grade: A % of students meeting high standards: 82% Reading; 82% Mathematics; 88% Writing; 57% Science. AYP: 95% Economically Disadvantaged and Hispanic subgroups did not meet proficiency in reading.</p> <p>2008-09 Principal School Grade: A % of students meeting high standards: 82% Reading; 77% Mathematics; 89% Writing; 55% Science. AYP: 95% Economically Disadvantaged and Hispanic subgroups did not meet proficiency in math.</p> <p>2007-08 Assistant Principal School Grade: A % of students meeting high standards: 80% Reading; 78% Mathematics; 88% Writing; 50% Science. AYP: 97% Economically Disadvantaged subgroup did not meet proficiency in math.</p> <p>2006-07 Assistant Principal at Lost Lake Elementary. School Grade: A % of students meeting high standards: 87% Reading; 87% Mathematics; 85% Writing; 66% Science. AYP: 100%</p> <p>2000-06 Director of Curriculum Lake County Schools 2005-06 District Grade: B % of students meeting high standards: 63% Reading; 68% Math; 81% Writing</p> <p>2004-05 District Grade: B % of students meeting high standards: 61% Reading; 66% Math; 81.76% Writing</p> <p>2003-04 District Grade: B % of students meeting high standards: 60% Reading; 64% Math; 83% Writing</p>
--	--	---	--	---

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

<p>Assistant Principal</p>	<p>Robert J. Sherman</p>	<p>Master of Education – Educational Leadership at Saint Leo University</p> <p>Bachelor of Science – Elementary Education N-6 at Keuka College</p> <p>State of Florida Certifications: Elementary Education 1-6; Educational Leadership; School Principal</p>	<p>4</p>	<p>9</p>	<p>2011-12 Assistant Principal at Grassy Lake Elementary School Grade: A % of Students meeting high standards: 70% Reading; 66% Mathematics; 86% Writing, 57% Science.</p> <p>2010-11 Assistant Principal School Grade: A % of students meeting high standards: 83% Reading; 85% Mathematics; 92% Writing; 63% Science. AYP: 100%</p> <p>2009-10 Assistant Principal School Grade: A % of students meeting high standards: 82% Reading; 82% Mathematics; 88% Writing; 57% Science. AYP: 95% Economically Disadvantaged and Hispanic subgroups did not meet proficiency in reading.</p> <p>2008-09 Assistant Principal School Grade: A % of students meeting high standards: 82% Reading; 77%Mathematics; 89% Writing; 55% Science. AYP: 95% Economically Disadvantaged and Hispanic subgroups did not meet proficiency in math.</p> <p>2007-08 Assistant Principal at Oak Park Middle. School Grade: A % of students meeting high standards: 58% Reading; 61%Mathematics; 86% Writing; 51% Science. AYP: 92% Economically Disadvantaged, Students With Disabilities, and African-American subgroups did not meet proficiency in math.</p> <p>2006-07 Assistant Principal at Lost Lake Elementary. School Grade: A % of students meeting high standards: 87% Reading; 87%Mathematics; 85% Writing; 66% Science. AYP: 100%</p> <p>2005-06 Assistant Principal at Tavares Middle. School Grade: B % of students meeting high standards: 65% Reading; 65%Mathematics; 85% Writing.</p>
----------------------------	--------------------------	---	----------	----------	---

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

					<p>AYP: 90% Economically Disadvantaged and Students with Disabilities subgroups did not meet Mathematics and Reading Proficiency. 2004-05 Assistant Principal School Grade: B 62% Reading; 64%Mathematics; 85% Writing. AYP: 93% Students with Disabilities did not meet Reading and Math Proficiency. 2003-04 Assistant Principal School Grade: B 65% Reading; 62%Mathematics; 87% Writing. AYP: 90% Students with Disabilities subgroup did not meet Reading and Math Proficiency. African-American subgroup did not meet Math Proficiency.</p>
Assistant Principal	Mary E. Shriner	<p>Master of Education- Educational Leadership at NOVA Southeastern University</p> <p>Bachelor of Arts -- Education in K-12 Mentally Handicapped and Specific Learning Disabilities at Pfieffer University</p> <p>State of Florida Certifications: Specific Learning Disabilities K-12 Educational Leadership</p>	3	8	<p>2011-12 Assistant Principal at Grassy Lake Elementary School Grade: A % of Students meeting high standards: 70% Reading; 66% Mathematics; 86% Writing, 57% Science. 2010-11 Assistant Principal School Grade: A AYP: 100% 2009-10 Assistant Principal School Grade: A % of students meeting high standards: 82% Reading; 82% Mathematics; 88% Writing; 57% Science. AYP: 95% Economically Disadvantaged and Hispanic subgroups did not meet proficiency in reading.</p> <p>2008-09 Assistant Principal at Clermont Middle. School Grade: A % of students meeting high standards: 71% Reading; 68% Mathematics; 96% Writing; 51% Science. AYP: 92% African-American subgroup did not meet Reading and Math Proficiency. 2007-08 Assistant Principal School Grade: A 67% Reading; 69% Mathematics; 91% Writing; 40% Science.</p>

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

					<p>AYP: 95% Economically Disadvantaged subgroup did not meet Reading and Math Proficiency. 2006-07 Assistant Principal School Grade: B 64% Reading; 67% Mathematics; 91% Writing; 45% Science. AYP: 90% Economically Disadvantaged, Hispanic, and African American subgroups did not meet Reading Proficiency. African-American subgroup did not meet Math Proficiency. 2005 -06 Assistant Principal School Grade: A % of students meeting high standards: 64% Reading; 67% Mathematics; 92% Writing. AYP: 87% Provisional African Americans did not meet math proficiency. Economically Disadvantaged subgroup did not meet reading or math proficiency. Students with disabilities did not meet math or reading proficiency. 2004-2005 Assistant Principal School Grade: B % of students meeting high standards: 60% Reading; 62% Mathematics; 86% Writing. AYP: 87% Provisional African-American and Economically Disadvantaged students did not meet math proficiency. Students with Disabilities did not meet Reading or Math Proficiency.</p>
--	--	--	--	--	--

Highly Effective Instructional Coaches

List your school’s highly effective 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 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)
Reading/Literacy	Jessica Pedraza	Elementary Ed. K-6 Pre-K Primary Education Gifted Endorsement ESOL Endorsement	1	1	School Grade: A 70% of students met proficiency on FCAT Reading 63% of the bottom 25% made gains in Reading

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

		Reading Endorsement			

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	Not Applicable (If not, please explain why)
1. Grassy Lake Elementary adheres to the hiring procedures set by the Lake County School District. Candidates are carefully screened and interviewed. All teachers at Grassy Lake Elementary are Highly-qualified as described by the Florida Department of Education.	Administration	Ongoing	
2. Regular Meetings with administration	Administration	Ongoing	
3. Regular Grade Level Meetings	Team Leaders	Ongoing	
4. Teacher Orientation Program	Instructional Coaches, Veteran teachers assigned as mentors	Ongoing	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Elizabeth Haney	Elementary Education (1 st – 6 th grades)	Kindergarten	Take the ESOL coursework offered through the district.

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

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
70	1% (1)	30% (21)	41% (29)	27% (19)	29% (20)	Info. not available	14% (10)	8% (6)	90% (61)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dana Colangelo, K Teacher	Elizabeth Haney	New to District and public education	Weekly school-based meetings Instructional Coach meetings
Damaris Teron, ESE Specialist	Victoria Jones	First year teacher	Weekly school-based meetings Instructional Coach meetings

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 C- Migrant

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

Title I, Part D
Title II The Lake County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.
Title III The Lake County School District provides services and resources for our ELL students
Title X- Homeless With direction from the Lake County School District’s Student Services Department, Grassy Lake’s guidance counselors and the school assigned social worker identify and provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act)
Supplemental Academic Instruction (SAI)
Violence Prevention Programs Grassy Lake Elementary provides violence prevention programs to students through the Mendez “Too good for Drugs and Violence” programs. We offer bully prevention training to students and parents. Our 5 th grade classes participate in the Dare program offered by the Lake County Sherriff’s Department.
Nutrition Programs The Lake County School District’s Food Service Department, in conjunction with Grassy Lake Elementary, provides students with nutritious meals. Information on nutrition is provided to families on the School District website.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.
Principal: Doreathe Cole provides a common vision for the use of data-based decision-making; ensures the school-based team is implementing RtI;

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

ensures support for intervention fidelity and documentation; performs classroom walkthroughs and ensures adequate professional development to support RTI.

Guidance Counselors: Gail Adams and Sara Lee Saunders assist teachers in process for RTI; conduct student assessments and are involved in the decision-making process for student placement; involved in the student data collection, monitoring and analyzing student data; communicate the process to parents; support the implementation of Tier 2 and 3 intervention plans and collaborate with general education teachers.

Literacy Coach: Jessica Pedraza develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with data collection, monitoring and analyzing; provides support for assessment and implementation monitoring; Involved in the professional development of staff; Performs classroom walkthroughs to ensure appropriate resources and strategies are being utilized or if additional assistance is needed.

Curriculum Resource Teacher: Julie Conrad facilitates and supports data collection and assists in data analysis; Provides professional development and instructional resources to teachers; Develops, leads, and evaluates school core content standards/programs; Identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; Performs classroom walkthroughs to ensure appropriate resources and strategies are being utilized or if additional assistance is needed.

School Psychologist: David Johnson assists team in the process for RTI; conducts assessments and involved in the decision-making process for student placement; Assists in analyzing student data and involved with the professional development of staff.

School Social Worker: Sandra Fields attends meetings on a case-by-case basis; provides support and resources as needed for attendance issues and some behavioral issues.

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 RTI leadership team meets with classroom teachers at scheduled intervals, which may span from six to eight weeks (or sooner if need be), to monitor and review student progress data and determine the effectiveness of Tier 2 and 3 interventions being implemented. Supplementary instruction resources are discussed and students can be moved across the tiers as data warrants.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI leadership team is involved in the development of the School Improvement Plan by providing input on staff development and resources/strategies. The team meets and ensures that the plan is implemented appropriately and effectively. The team, along with the teachers, makes

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

decisions on the strategies and the implementation of, in addressing the academic needs of the students. Because of the intensive level of involvement with at-risk students, the leadership team is able to offer strategies, focus, resources, helpful suggestions, and assistance to be considered. The team refers to the Lake County Schools Response to Instruction/Intervention handbook where the problem solving process is outlined.

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.

Grassy Lake utilizes the fidelity recording sheets found in the Lake County School District's handbook. Students are closely monitored for adequate yearly progress. Baseline data is gathered in all areas of instruction for all students. Students in Tier 1 of the RTI process are monitored closely through attendance, discipline referrals, FAIR testing, FCAT testing, Lake Benchmark assessments, and Harcourt assessments with the use of several data management systems such as AS400, FCAT Star, F.I.D.O, PMRN and Edusoft. All of these assessment tools utilized allow Grassy Lake Elementary the ability to monitor and provide students with the necessary remediation in Math, Reading, and Science.

Students in Tier 2 of the RTI process receive research-based interventions that are implemented by the classroom teacher and/or support staff. Progress monitoring is implemented at regular intervals for students as determined by the RTI Team. The data collected is reported back to the RTI team in the form of graphs or charts. This data is used to record student progress and re-evaluate the interventions provided. In addition, the RTI committee may utilize the assistance of the third grade remediation teacher, resource teacher, and ESE Varying Exceptionality teachers.

Students in Tier 3 of the RTI process are provided intensive interventions that include weekly monitoring pieces. Progress monitoring is implemented at regular intervals for students as determined by the RTI Team. The data collected is reported back to the RTI team in the form of graphs or charts. This data is used to record student progress and re-evaluate the interventions provided. In addition, the RTI committee may utilize the assistance of the third grade remediation teacher, resource teacher, and ESE Varying Exceptionality teachers.

Describe the plan to train staff on MTSS.

Training to the faculty was provided to teachers during pre-planning by members of the MTSS Leadership Team. The guidance counselors will make themselves available for one-on-one or small group assistance. Professional development on the RTI process will be provided during faculty meetings and common planning times throughout the entire school year. District staff will provide ongoing training and support.

Describe plan to support MTSS.

Teachers will contact the guidance office to schedule an RTI meeting with team to discuss students who are struggling. The team meets to discuss strategies to assist the students. Once students are involved in the RTI process the teacher begins interventions, documentation and graphing progress. Follow-up meetings are scheduled for team to review student progress. Prior to the RTI team meeting, the teachers meet with guidance counselors in preparation for upcoming meeting. On-going training occurs throughout the process.

Literacy Leadership Team (LLT)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team is comprised of the Principal, Assistant Principals, Instructional Literacy Coach, Media Specialist, Curriculum Resource Teacher and selected teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Instructional Literacy Coach, Principal and Administrators meet monthly with the Literacy Leadership Team to disaggregate data and determine school goals based on the data results. The LLT will develop a Literacy Action Plan to identify the steps necessary to meet the school goal. The LLT will monitor the Literacy Action Plan and analyze the data, assess the results, and make recommendations at end of year.
What will be the major initiatives of the LLT this year? The LLT will focus on identifying the needs of the students by analyzing data and trends. Implementation of the Students Targeted to Accelerate in Reading program (S.T.A.R. Block) will be monitored and evaluated by the LLT. Special reading events and activities will be planned by the LLT, such as Snuggle Up and Read, Celebrate Literacy week and Read Across America.

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.

***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 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

--

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g)(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?

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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](#).

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.	1a.1.	1a.1.	1a.1.	1a.1.
			Reduction in support personnel	Utilize Edusoft teacher tool resources	Leadership Team	Conduct Classroom Walkthroughs	FCAT
<u>Reading Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

<p><i>To increase the percentage of students Scoring at Level 3 by 6%</i></p>	<p><i>27% of students in grades 3-5 scored achievement level 3.</i></p>	<p><i>33% of students in grades 3-5 will score at a level 3.</i></p>				<p>Analyze FAIR assessment data</p>	<p>FAIR assessment</p>
			<p>1a.2.</p> <p>New personnel in grades K-2</p>	<p>1a.2.</p> <p>Training and utilizing Diphonics in grades K-2</p> <p>Implement STARS - comprehension strategies in 2nd</p>	<p>1a.2.</p> <p>Leadership Team</p>	<p>1a.2.</p> <p>Analyze Lake Benchmark Assessments (LBA) data</p> <p>Conduct Classroom Walkthroughs</p> <p>Analyze FAIR assessment data</p>	<p>1a.2.</p> <p>Lake Benchmark Assessments (LBA)</p> <p>FAIR assessment</p>
			<p>1a.3.</p> <p>Instructional Materials</p>	<p>1a.3.</p> <p>Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading) 3rd -5th</p>	<p>1a.3.</p> <p>Leadership Team</p>	<p>1a.3.</p> <p>Conduct Classroom Walkthroughs</p> <p>Analyze FAIR assessment data</p> <p>Analyze Lake Benchmark Assessments (LBA) data</p>	<p>1a.3.</p> <p>FCAT</p> <p>FAIR assessment</p> <p>Lake Benchmark Assessments (LBA)</p>
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<p>Reading Goal #1b:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
			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 reading.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Instructional Materials	Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading) 3 rd -5 th	Leadership Team	Conduct Classroom Walkthroughs Analyze FAIR assessment data Analyze Lake Benchmark Assessments (LBA) data	FCAT FAIR assessment Lake Benchmark Assessments (LBA)
<i>To increase the percentage of students scoring 4 and 5 in reading by 3%</i>	<i>44% of students in grades 3-5 scored at or above achievement levels 4 and 5.</i>	<i>47% of students in grades 3-5 will score at or above achievement level 4 and 5 in reading.</i>					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			Scheduling of lab time	Utilize computer lab for FCAT Explorer. Master Calendar to coordinate scheduling of lab time	Classroom Teachers Leadership Team	Analyze FCAT Explorer reports Conduct Data Meetings with teachers	FCAT Data Sheets
			2a.3.	2a.3.	2a.3.	2a.3.	2a.3.
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the</i>							

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

<i>goal in this box.</i>		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	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.	3a.1.	3a.1.	3a.1.	3a.1.	
Reading Goal #3a:			Reduction in support personnel	Utilize Edusoft teacher tool resources Utilize FAIR data to target/guide small group reading instruction	Leadership Team	Conduct Classroom Walkthroughs Analyze FAIR assessment data. Analyze Lake Benchmark Assessments data	FCAT	
To increase the percentage of students making learning gains by 3%							FAIR assessment	
2012 Current Level of Performance:*		2013 Expected Level of Performance:*	3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
70% of students in grades 3-5 made learning gains in reading		73% of students in grades 3-5 expected to make learning gains	Instructional Materials	Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading)	Leadership Team	Conduct Classroom Walkthroughs	FCAT FAIR assessment Lake Benchmark Assessments (LBA)	
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
			Scheduling of lab time	Utilize computer lab for FCAT Explorer	Classroom Teachers	Analyze FCAT Explorer reports Conduct Data Meetings with	FCAT	

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

			Master Calendar to coordinate scheduling of lab time	Leadership Team	teachers	Data Sheets	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	
Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3b.2.	3b.2.	3b.2.	3b.2.	
			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 reading.			4a.1.	4a.1.	4a.1.	4a.1.	
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Reduction in support personnel	Utilize Edusoft teacher tool resources	Leadership Team	Conduct Classroom Walkthroughs	FCAT
To increase the percentage of students in lowest 25% making learning gains by 5%.	63% of students in the lowest 25% made learning gains	68% of students in lowest 25% expected to make learning gains		Utilize FAIR data to target/guide small group reading instruction.		Analyze FAIR assessment data	FAIR assessment
						Analyze Lake Benchmark Assessments data	Lake Benchmark Assessments (LBA)

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

		4a2.	4a2.	4a2.	4a2.	4a2.	
		Instructional Materials	Reading challenge block (S.T.A.R. Block Students Targeted to Accelerate in Reading)	Leadership Team	Conduct Classroom Walkthroughs	FCAT FAIR assessment Lake Benchmark Assessments (LBA)	
		4a.3	4a.3.	4a.3	4a.3.	4a.3.	
		Scheduling of lab time	Utilize computer lab for FCAT Explorer Master Calendar to coordinate scheduling of lab time	Classroom Teachers Leadership Team	Analyze FCAT Explorer reports Conduct Data Meetings	FCAT explorer reports Data Sheets	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.		4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: <i>To meet the target of proficiency for all subgroups in reading.</i>	Baseline data 2010-2011 All Students: 70% Scoring Satisfactory Met Target of 70% Target Asian: 76 73 Black: 52 59 Hispanic: 57 62 White: 77 73 ELL: 33 31 SWD: 40 29 Ec. Dis.: 58 63		Target AMO: 73% Asian: 76 Black: 63 Hispanic: 65 White: 76 ELL: 38 SWD: 35 Ec. Disadv.: 67	Target AMO: 75% Asian: 78 Black: 66 Hispanic: 69 White: 78 ELL: 44 SWD: 42 Ec. Disadv.: 70	Target AMO: 78% Asian: 81 Black: 70 Hispanic: 72 White: 81 ELL: 50 SWD: 48 Ec. Disadv.: 73	Target AMO: 81% Asian: 83 Black: 74 Hispanic: 76 White: 83 ELL: 56 SWD: 55 Ec. Dis.: 77	Target AMO: 84% Asian: 86 Black: 78 Hispanic: 79 White: 86 ELL: 63 SWD: 61 Ec. Disadv.: 80
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>To increase the percentage of African-American students scoring proficiency by 11%</i> <i>To increase the percentage of Hispanic students scoring proficiency by 8%</i>	2012 Current Level of Performance: White: 77% Black: 52% Hispanic: 57% Asian: 76% American Indian: N/A	2013 Expected Level of Performance: White: 79% Black: 63% Hispanic: 65% Asian: 78% American Indian: N/A	5B.1. Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading)	5B.1. Leadership Team	5B.1. Conduct Classroom Walkthroughs Analyze FAIR assessment data Analyze Lake Benchmark Assessments data	5B.1. FCAT FAIR assessment Lake Benchmark Assessments (LBA)	
		5B.2. Find extended time for effective planning	5B.2. Extended planning time for collaborative data review and progress monitoring	5B.2. Doreathe Cole, Principal	5B.2. Collect and analyze minutes provided from meeting	5B.2. Meeting minutes	

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

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
		Scheduling	Meet with all teachers after each grading period to progress monitor students with focus on subgroups	Leadership Team	Analyze Data Analyze Annual Measurable Objective (AMO) results	Data sheets FCAT and AMO 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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:		2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
<i>To increase the percentage of ELL students scoring at proficiency by 5%.</i>	33% of ELL students scored at proficiency level	38% of ELL students expected to score at proficiency level	Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading)	Leadership Team	Conduct Classroom Walkthroughs Analyze FAIR assessment data Analyze Lake Benchmark Assessments data	FAIR assessment Lake Benchmark Assessments FCAT
			Find extended time for effective planning	Extended planning time for collaborative data review and progress monitoring	Doreathe Cole, Principal	Collect and analyze minutes provided from meeting

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

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
		Scheduling	Meet with all teachers after each grading period to progress monitor students with focus on subgroups	Leadership Team	Analyze data Analyze Annual Measurable Objective (AMO) results	Data sheets FCAT and AMO 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 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. Reading Goal #5D: <i>To increase the percentage of SWD students scoring at proficiency by 2%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5D.1. Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading)	5D.1. Leadership Team	5D.1. Conduct Classroom Walkthroughs Analyze FAIR assessment data Analyze Lake Benchmark Assessments data	5D.1. FCAT FAIR assessment Lake Benchmark Assessments
	40% of Students with students scored at proficiency level	42% of ELL students expected to score at proficiency Level				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		Find extended time for effective planning	Extended planning time for collaborative data review and progress monitoring	Doreathe Cole, Principal	Collect and analyze minutes provided from meeting.	Meeting minutes

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

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		Scheduling	Meet with all teachers after each grading period to progress monitor students with focus on subgroups	Leadership Team	Analyze data Analyze Annual Measurable Objective (AMO) results	Data sheets FCAT and AMO 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 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.	
Reading Goal #5E: <i>To increase the percentage of Economically Disadvantaged students making satisfactory progress in reading by 9%</i>		2012 Current Level of Performance:* 58% of economically disadvantaged students scored at proficiency level	2013 Expected Level of Performance:* 67% of economically disadvantaged students expected to score at proficiency	Reading challenge block (S.T.A.R. - Students Targeted to Accelerate in Reading)	Leadership Team	Conduct Classroom Walkthroughs Analyze FAIR assessment data Analyze Lake Benchmark Assessments data	FAIR assessment Lake Benchmark Assessments FCAT
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		Find extended time for effective planning	Extended planning time for collaborative data review and progress monitoring	Doreathe Cole, Principal	Collect and analyze minutes provided from meeting.	Meeting minutes	

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

		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
		Scheduling	Meet with all teachers after each grading period to progress monitor students with focus on subgroups	Leadership Team	Analyze data Analyze Annual Measurable Objective (AMO) results	Data sheets FCAT and AMO results

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Implementation	K-5 th	Jessica Pedraza	KG-5 th grade teachers	August 2012-June 2013	Support by our Literacy Coach, collaboration and reflection by grade levels.	Literacy Leadership Team
OPM/FAIR Assessments	KG-5 th	Jessica Pedraza	KG-5 th grade teachers	August 2012-June 2013	Support by our Literacy Coach, collaboration and reflection by grade levels.	Literacy Leadership Team
CCSS Book Study	KG-4 th	Jessica Pedraza	KG - 4 th grade teachers	September 2012 - November 2012	Support by our Literacy Coach, collaboration and reflection by participants. .	Literacy Leadership Team
CCSS/PARCC	KG-5 th	Jessica Pedraza	KG-5 th grade teachers	August 2012-June 2013	Support by our Literacy Coach, collaboration and reflection by grade levels.	Literacy Leadership Team
Diphonics	KG-2 nd	Jessica Pedraza	KG-2 nd grade teachers	August 2012-June 2013	Support by our Literacy Coach, collaboration and reflection by grade levels.	Literacy Leadership Team

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

Reading Budget (Insert rows as needed)

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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.		01.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Our Goal is to increase the number of Proficient Students in Listening and Speaking by 5%.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 30% of our ELL Students scored Proficient in Listening and Speaking	Number of Students to be served with one teacher assistant	Use Rosetta Stone more effectively in the classrooms	Julie Williams, Curriculum Resource Teacher	Analyze Cella results	CELLA
					Analyze Rosetta Stone Reports	Rosetta Stone Reports
					Conduct Classroom Walkthroughs	FCAT
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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.
CELLA Goal #2: <i>Our Goal is to increase the number of Proficient Students in Listening and Speaking by 5%.</i>	2012 Current Percent of Students Proficient in Reading : 21% of our ELL Students scored Proficient in Reading	Number of Students to be served with one teacher assistant	Use Rosetta Stone more effectively in the classrooms	Julie Williams, Curriculum Resource Teacher	Analyze Cella results	CELLA
					Analyze Rosetta Stone Reports	Rosetta Stone Reports
					Conduct Classroom Walkthroughs	FCAT

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

		2.2.	2.2.	2.2.	2.2.	2.2.
		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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Our Goal is to increase the number of Proficient Students in Listening and Speaking by 5%.</i>	2012 Current Percent of Students Proficient in Writing :	Number of Students to be served with one teacher assistant	Use Rosetta Stone more effectively in the classrooms	Julie Williams, Curriculum Resource Teacher	Analyze Cella results Analyze Rosetta Stone Reports Conduct Classroom Walkthroughs	CELLA Rosetta Stone Reports FCAT
	<i>27% of our ELL Students scored Proficient in Writing</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		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
			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
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 Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Provide time to address the needs of all students on all levels	Allow grade levels to create schedules for grouping students according to their academic needs	Leadership Team Classroom Teachers	Analyze Lake Benchmark Assessments (Midyear) Conduct Data Meetings with teachers Analyze FCAT data	Lake Benchmark Assessments Data sheets FCAT
<i>To increase the percentage of students scoring level 3 by 6%.</i>	<i>27% of students in grades 3-5 scored achievement level 3</i>	<i>33% of students in grades 3-5 will score at a level 3</i>	Scheduling				

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

			1a.2. Lack of Personnel as resource teachers	1a.2 Require Differentiated Instruction in the classroom to address remediation issues	1a.2. Classroom Teachers	1a.2. Conduct Data Meetings with teachers Analyze FCAT data	1a.2. Data sheets FCAT
			1a.3. Reduction in support personnel	1a.3. Utilize Edusoft teacher tool resources	1a.3. Leadership Team	1a.3. Analyze Lake Benchmark Assessment Conduct Classroom Walkthroughs Analyze FCAT data	1a.3. Lake Benchmark Assessments FCAT
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>		<i>Enter numerical data for expected level of performance in this box.</i>					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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 mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	
Mathematics Goal #2a: <i>To increase the percentage of students scoring level 4 and 5 by 6%.</i>	2012 Current Level of Performance:* <i>37% of students in grades 3-5 scored at achievement level 4 and 5.</i>	2013 Expected Level of Performance:* <i>43% of students in grades 3-5 expected to score at a level 4 and 5.</i>	Providing time to address the needs of all students on all levels Scheduling	Implement STAR Block (STEM component) Allow grade levels to create schedules for grouping students according to their academic needs	Classroom Teachers Leadership Team	Analyze Lake Benchmark Assessments (Midyear) Conduct Data Meetings with teachers Analyze FCAT data	Lake Benchmark Assessments Data Sheets FCAT	
				2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
				Lack of Personnel as resource teachers	Require Differentiated Instruction in the classroom to address remediation issues	Classroom Teachers	Conduct Data Meetings with teachers	Data Sheets
			2a.3	2a.3	2a.3	2a.3	2a.3	
			Reduction in support personnel	Utilize Edusoft teacher tool resources	Leadership Team	Analyze Lake Benchmark Assessment Conduct Classroom Walkthroughs Analyze FCAT data	Lake Benchmark Assessments FCAT	

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Providing time to address the needs of all students on all levels	Allow grade levels to create schedules for grouping students according to their academic needs	Leadership Team Classroom Teachers	Analyze Lake Benchmark Assessments (Midyear)	Lake Benchmark Assessments
<i>To increase the percentage of students making learning gains by 3%.</i>	<i>74% of students in grades 3-5 made learning gains</i>	<i>77% of students in grades 3-5 expected to make learning gains</i>	Scheduling			Conduct Data Meetings with teachers	Data Sheets
						Analyze FCAT Data	FCAT
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			Lack of additional personnel	Tutoring for grades 4-5	Robert Sherman, Assistant Principal	Analyze FCAT Data	FCAT

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

			3a.3. Reduction in support personnel	3a.3. Utilize Edusoft teacher tool resources	3a.3. Leadership Team	3a..3. Analyze Lake Benchmark Assessments Analyze FCAT Data	3a.3. Lake Benchmark Assessments FCAT
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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.	4a.1.	4a.1.	4a.1.	4a.1.
Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Scheduling	Morning Math Lab (targeted skills)	Leadership Team Lab Teacher	Analyze Soar to Success reports	Soar to Success
<i>To increase the percentage of students in the lowest 25% making learning gains</i>	<i>71% of bottom quartile students in grades 3-5 made learning gains</i>	<i>74% of bottom quartile students in grades 3-5 expected to make learning</i>					

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

<i>gains by 3%.</i>		<i>gains</i>					
			4a.2. Lack of additional personnel	4a.2. Tutoring for grades 4-5	4a.2. Robert Sherman, Assistant Principal	4a.2. Analyze FCAT Data	4a.2. FCAT
			4a.3. Reduction in support personnel	4a.3. Utilize Edusoft teacher tool resources	4a.3. Leadership Team	4a.3. Analyze Lake Benchmark Assessments	4a.3. Lake Benchmark Assessment
			4a.4. Securing personnel	4a.4. After-school Math Tutoring program	4a.4. Robert Sherman, Assistant Principal	4a.4. Analyze FCAT and AMO data	4a.4. FCAT
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.

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

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017											
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target																		
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>To meet the target of proficiency for all subgroups in mathematics.</i>	Baseline data 2010-2011	All Students: 66% Scoring Satisfactory Did not meet Target of 70% Target Asian: 69 70 Black: 44 62 Hispanic: 55 61 White: 73 73 ELL: 33 45 SWD: 30 45 Ec. Dis.: 54 62	Target AMO: 73% Asian: 73 Black: 65 Hispanic: 64 White: 76 ELL: 50 SWD: 50 Ec. Disadv.: 66	Target AMO: 75% Asian: 75 Black: 69 Hispanic: 68 White: 78 ELL: 55 SWD: 55 Ec. Disadv.: 69	Target AMO: 78% Asian: 78 Black: 72 Hispanic: 71 White: 81 ELL: 60 SWD: 60 Ec. Disadv.: 73	Target AMO: 81% Asian: 81 Black: 76 Hispanic: 75 White: 83 ELL: 65 SWD: 65 Ec. Dis.: 76	Target AMO: 84% Asian: 84 Black: 79 Hispanic: 79 White: 86 ELL: 70 SWD: 70 Ec. Disadv.: 80											
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool											
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>To increase the percentage of Asian students scoring proficiency by 4%</i> <i>To increase the percentage of African-</i>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 73%</td> <td>White: 76%</td> </tr> <tr> <td>Black: 44%</td> <td>Black: 65%</td> </tr> <tr> <td>Hispanic: 55%</td> <td>Hispanic: 64%</td> </tr> <tr> <td>Asian: 69%</td> <td>Asian: 73%</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: NA</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 73%	White: 76%	Black: 44%	Black: 65%	Hispanic: 55%	Hispanic: 64%	Asian: 69%	Asian: 73%	American Indian: N/A	American Indian: NA	5B.1. Finding extended time for effective planning 5B.2. Scheduling	5B.1. Extended teacher planning time for collaborative data review and progress monitoring 5B.2. Meet with all teachers after each grading period to progress	5B.1. Doreathe Cole, Principal 5B.2. Leadership Team	5B.1. Collect and analyze minutes provided from meeting 5B.2. Analyze data Analyze Annual	5B.1. Meeting minutes 5B.2. Data sheets FCAT and AMO
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*																
White: 73%	White: 76%																	
Black: 44%	Black: 65%																	
Hispanic: 55%	Hispanic: 64%																	
Asian: 69%	Asian: 73%																	
American Indian: N/A	American Indian: NA																	

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

<p>American students scoring proficiency by 21%</p> <p>To increase the percentage of Hispanic students scoring proficiency by 9%</p>			monitor students with focus on subgroups		Measurable Objective (AMO) results	results	
			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
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p> <p>To increase the percentage of ELL students scoring at proficiency by 17%.</p>			5C.1.	5C.1.	5C.1.	5C.1.	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Finding extended time for effective planning	Extended teacher planning time for collaborative data review and progress monitoring	Doreathe Cole, Principal	Collect and analyze minutes provided from meeting	Meeting minutes
	33% of our ELL scored at proficiency level	50% of ELL students expected to score at proficiency level					
			5C.2. Scheduling	5C.2. Meet with all teachers after each grading period to progress monitor students with focus on subgroups	5C.2. Leadership Team	5C.2. Analyze data Analyze Annual Measurable Objective (AMO) results	5C.2. Data sheets FCAT and AMO results
			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: <i>To increase the percentage of SWD students scoring at proficiency by 20%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Finding extended time for effective planning	Extended teacher planning time for collaborative data review and progress monitoring	Doreathe Cole, Principal	Collect and analyze minutes provided from meeting	Meeting minutes
	30% of SWD students scored at proficiency level	50% of SWD students expected to score at proficiency level					
			5D.2.	5D.2.	5BD.2.	5D.2.	5D.2.
			Scheduling	Meet with all teachers after each grading period to progress monitor students with focus on subgroups	Leadership Team	Analyze data Analyze Annual Measurable Objective (AMO) results	Data sheets FCAT and AMO results
			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 mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: <i>To increase the percentage of Economically Disadvantaged students scored at</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Finding extended time for effective planning	Extended teacher planning time for collaborative data review and progress monitoring	Doreathe Cole, Principal	Collect and analyze minutes provided from meeting.	Meeting minutes
	54% of our Economically Disadvantaged students scored at	66% of Economically Disadvantaged students					

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

<i>students scoring at proficiency by 12%.</i>	<i>proficiency level</i>	<i>students expected to score at proficiency level</i>					
			5E.2. Scheduling	5E.2. Meet with all teachers after each grading period to progress monitor students with focus on subgroups	5E.2. Leadership Team	5E.2. Analyze data Analyze Annual Measurable Objective (AMO) results	5E.2. Data sheets FCAT and AMO results
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Elementary School Mathematics Goals

Mathematics 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Math – Are You Ready?	2 nd – 5 th Math	Tracy Wood	2 nd – 5 th Teachers	10/19, 11/7, 12/5, 1/9, 2/6	Collaborative planning	Robert Sherman, Assistant Principal

Mathematics Budget (Insert rows as needed)

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

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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.	1a.1	1a.1.	1a.1	1a.1.
Science Goal #1a: <i>To increase the percentage of students achievement level 3 by 5%.</i>	2012 Current Level of Performance:* <i>37% of students in grade 5 scored at level 3.</i>	2013 Expected Level of Performance:* <i>42% of students in grade 5 expected to score at level 3.</i>	Scheduling	Science Lab to conduct hands-on experiments	Classroom Teachers Lab Teacher	Conduct Classroom Walkthroughs	Lesson Plans
						Analyze Lake Benchmark Assessment data	Lake Benchmark Assessment
				1a.2	1a.2.	1a.2.	1a.2.
			Time to set up	Science Lab Teacher	Leadership	Conduct Classroom	Lesson Plans

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

		experiments	will conduct experiments emphasizing the scientific method	Team	Walkthroughs Analyze FCAT data Analyze Lake Benchmark Assessment data	FCAT Lake Benchmark Assessment
		1a.3. Allocating time	1a.3. Utilize Math/Science Teacher/Lab to assist with Science Standards/Lessons	1a.3. Leadership Team	1a.3. Analyze FCAT data Analyze Lake Benchmark Assessment data	1a.3. FCAT Lake Benchmark Assessment
		1a.4.	1a.4. Utilize FCAT Explorer- Science Station	1a.4. Leadership Team	1a.4. Analyze FCAT Explorer reports	1a.4. FCAT Explorer reports
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>		2a.1.	2a.1	2a.1.	2a.1	2a.1.	
<p>Science Goal #2a:</p> <p><i>To increase the percentage of students scoring at or above Achievement Level 4 and 5 by 5%.</i></p>	<p>2012 Current Level of Performance:*</p> <p>20% of students in grade 5 achieved Level 4 and 5</p>	<p>2013 Expected Level of Performance:*</p> <p>25% of students in grade 5 expected to score at or above Levels 4 and 5</p>	<p>Scheduling</p>	<p>Science Lab to conduct hands-on experiments</p>	<p>Classroom Teachers</p> <p>Lab Teacher</p>	<p>Conduct Classroom Walkthroughs</p> <p>Analyze Lake Benchmark Assessment data</p> <p>Analyze FCAT data</p>	<p>Lesson Plans</p> <p>Lake Benchmark Assessment</p> <p>FCAT</p>
<p>1a.2</p> <p>Time to set up experiments</p> <p>1a.3.</p> <p>Allocating time</p>		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		<p>Science Lab Teacher will conduct experiments emphasizing the scientific method</p>	<p>Leadership Team</p>	<p>Conduct Classroom Walkthroughs</p> <p>Analyze FCAT data</p> <p>Analyze Lake Benchmark Assessment data</p>	<p>Lesson Plans</p> <p>FCAT</p> <p>Lake Benchmark Assessment</p>	<p>Lesson Plans</p> <p>FCAT</p> <p>Lake Benchmark Assessment</p>	
		2a.3.	2a.3.	2a.3.	2a.3.	2a.3.	
		<p>Utilize Math/Science Teacher/Lab to assist with Science Standards/Lessons</p>	<p>Leadership Team</p>	<p>Analyze FCAT data</p> <p>Analyze Lake Benchmark Assessment data</p>	<p>FCAT</p> <p>Lake Benchmark Assessment</p>	<p>FCAT</p> <p>Lake Benchmark Assessment</p>	
		2a.4.	2a.4.	2a.4.	2a.4.	2a.4.	
			<p>Utilize FCAT Explorer- Science Station</p>	<p>Leadership Team</p>	<p>Analyze FCAT Explorer reports</p>	<p>FCAT Explorer reports</p>	

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 and Schedules (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

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

				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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1.	1a	1a.1	1a	1a.1.
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Increase in Standards and expectations of fourth grade writing	Increased attention to the correct use of standard English conventions implemented in writing assignments.	Teachers Leadership Team	Analyze Lake Benchmark Assessment data Analyze FCAT data Conduct Classroom	Lake Benchmark Assessment FCAT
<i>To increase the percentage of students scoring at achievement</i>	<i>85% of grade 4 students achieved a level of 3.0 or higher</i>	<i>90% of grade 4 students expected to achieve a level</i>	New criteria being evaluated (conventions)				

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

<i>level 3.0 and higher by 5%.</i>		<i>3.0 or higher.</i>				Walkthroughs	
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			Increase in Standards and expectations of fourth grade writing	Increase in scoring practice for teachers; exchanging papers from class to class for grading equality	Teachers Leadership Team	Analyze Lake Benchmark Assessment data Analyze FCAT data Conduct Classroom Walkthroughs	Lake Benchmark Assessment FCAT
1a.3.	1a.3.	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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget (Insert rows as needed)

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

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance
---------------------------	---

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

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.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: To maintain or increase our average daily attendance rate.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Obtaining parent permission	Provide a proactive approach to attendance by developing attendance groups to meet with students	Guidance Counselors School Social Worker	Monitor and analyze daily attendance rate	AS400 database
	<i>95.9% average daily attendance rate</i>	<i>96% expected daily attendance rate</i>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<i>3.23% (33) of students with 20 or more absences</i>	<i>3.0% expected number of students with 20 or more absences</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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
			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.	1.1.	1.1.	1.1.	1.1.

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

Suspension Goal #1: <i>To maintain or decrease our very low suspension rate</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Increased Classroom Walkthroughs with specific focus	Leadership Team	Tracking student discipline referrals	Discipline referrals
	16	15				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
	13	12				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	25	22				
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
14	12					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (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

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

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Securing and Scheduling speaker	Increase parent training offerings: Bullying Cyberbullying	Mary Shriner, Assistant Principal Robert Sherman, Assistant	Collection of parent attendance sheets	Attendance Sheet
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

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

<p><i>To meet criteria for the Golden and 5-Star School Awards</i></p> <p><i>To increase the number of volunteer hours and percentage of parents visiting campus.</i></p>	12,046 documented volunteer hours	≥ 12,000 expected volunteer hours			Principal		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
			Increase data collection of parents attending events	Robert Sherman, Assistant Principal	Number of parent sign-in sheets turned in	Parent sign-in sheets	
			School Messenger Call-out System	Administration	# of parents attending	Call-out system monitoring tool Attendance sheets	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

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
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: <i>To meet the criteria to be considered a Stem School.</i>	1.1. Obtaining personnel to correct papers	1.1. 75% of students in grades K-5 participate in the Smiley Math program	1.1. Curriculum Resource Teacher	1.1. Collect and monitor Smiley Math papers	1.1. Smiley Math papers
	1.2.	1.2. Students K-5 participate in the Science Fair	1.2. Karen Carmody, Math, Science and Technology	1.2. Assess the number of projects displayed	1.2. Science Fair projects

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

			Teacher		
1.3.	Scheduling times for students to practice STEM activities	1.3. 3, 4, and 5 th grade students participate in the STEM Bowl competition	1.3. Tracy Wood, Math Coach Karen Carmody, Science Lab	1.3. Team placement	1.3. Team score
1.4.	Scheduling	1.4. Provide a Spring Family Math and Science Night	1.4. Karen Carmody, Math, Science and Technology Teacher Administration	1.4. Analyze the attendance for participation	1.4. Parent sign-in sheets
1.5.		1.5. Utilize Powerhouse Kits for 4 th Grade students	1.5. Wendy Rozar, 4 th Grade Team Leader Julie Williams, CRT Administration	1.5. Analyze Classroom Walkthrough data Documentation in lesson plans	1.5. Classroom Walkthrough Lesson plans
1.6.		1.6. Students in 3 rd Grade will participate in a STEM Experiment (Stem resources from Pearson)	1.6. Michelle Mabry, 3 rd Grade Team Leader Administration	1.6. Analyze Classroom Walkthrough data Documentation in lesson plans	1.6. Classroom Walkthroughs Lesson plans

STEM Professional Development

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

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

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

STEM Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

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

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

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

CTE Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Anti-Bullying Goal

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

Anti-Bullying Goal			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. Anti-Bullying Goal #1			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Anti-Bullying Goal #1:</u>	2012 Current Level :*	2013 Expected Level :*	1.1.	Provide cyber-bullying lessons to students in computer class	Karen Carmody, Computer teacher	Analyze student reports of bullying Analyze student discipline referrals marked as bullying incidents	Reports of bullying to guidance Student discipline referrals
<i>To continue to educate all Grassy Lake Elementary students on awareness and prevention of bullying</i>	0 events of substantiated bullying	< 5 substantiated bullying events expected					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Securing and scheduling trainer	Provide bullying training to parents	Mary Shriner, Assistant Principal	Collect parent sign-in sheets	Parent sign-in sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

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

			Training of safety patrol students to properly identify and report bullying incidents	Mary Shriner, Assistant Principal	Analysis of student discipline referrals Collection of student bullying reports and investigation notes	Discipline referrals Bullying Reports
--	--	--	---	-----------------------------------	--	--

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

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

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

End of Additional Goal(s)

Instructional Technology Goal

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

Instructional Technology Goal			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. Instructional Technology Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Technology Goal #1:	2012 Current Level :*	2013 Expected Level :*	Scheduling	Professional development plan	Robert Sherman, Assistant Principal	Analyze Professional Development evaluation tools	PD evaluation tool
<i>To utilize existing technology effectively</i>	<i>80% of teachers utilizing technologies effectively</i>	<i>100% of teachers expected to utilize technologies effectively</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Soar to Success software program	2 nd – 5 th Math	Jessica Pedraza	2 nd – 5 th Grade Teachers	9/5, 10/4	Professional Development Survey	Robert Sherman, Assistant Principal
Classroom Blog	K-5 th	Karen Carmody	All Teachers	9/5, 1/18	Professional Development Survey Product from Training	Robert Sherman, Assistant Principal
Windows Movie Maker	K-5 th	Karen Carmody	All Teachers	10/4	Professional Development Survey	Robert Sherman, Assistant Principal
Renaissance Responders	K-5 th	Kellyann Goring	All Teachers	10/19	Professional Development Survey Classroom Walkthrough	Robert Sherman, Assistant Principal
Accelerated Reader	2 nd -5 th Reading	Shelli Mora, Karen Carmody	2 nd – 5 th Grade Teachers	10/26	Professional Development Survey	Robert Sherman, Assistant Principal
Learn 360	K-5 th	Amanda Lamagna	All teachers	11/8	Professional Development Survey	Robert Sherman, Assistant Principal
Safari Montage	K-5 th	Amanda Lamagna	All Teachers	11/8	Professional Development Survey	Robert Sherman, Assistant Principal
Fast Stone Capture	K-5 th	Karen Carmody	All Teachers	11/13	Professional Development Survey	Robert Sherman, Assistant Principal
Think Central	K-5 th	Jessica Pedraza	All Teachers	11/13	Professional Development Survey and Classroom Walkthrough	Robert Sherman, Assistant Principal
Interwrite/Document Camera Integration	K-5 th	Kellyann Goring	All Teachers	11/28	Professional Development Survey and Classroom Walkthrough	Robert Sherman, Assistant Principal
Accelerated Math	2 nd – 5 th Math	Shelli Mora, Melinda Smith	2 nd – 5 th Teachers	12/12	Professional Development	Robert Sherman, Assistant Principal
SmartBoard Technology	K	Kellyann Goring	Kindergarten Teachers	TBA	Classroom Walkthrough and Professional Development Survey	Robert Sherman, Assistant Principal
Reading & Science A-Z	K -5 th Reading and Science	Jessica Pedraza	All Teachers	12/18	Professional Development Survey	Jessica Pedraza, Literacy Coach
Raz Kids program	K/1/Reading	Jessica Pedraza	K-1 st Grade Teachers	12/18	Professional Development Survey	Jessica Pedraza, Literacy Coach
Interwrite/Document Camera training	K-5 th	Kellyann Goring	All Teachers	1/18	Professional Development Survey and Classroom	Robert Sherman, Assistant Principal

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

					Walkthrough	
--	--	--	--	--	-------------	--

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

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	\$0.00
	Total:
Mathematics Budget	\$0.00
	Total:
Science Budget	\$0.00
	Total:
Writing Budget	\$0.00

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

	Total:
Attendance Budget	\$0.00
	Total:
Suspension Budget	\$0.00
	Total:
Dropout Prevention Budget	\$0.00
	Total:
Parent Involvement Budget	\$0.00
	Total:
Additional Goals	
	Total:
	\$0.00
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

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

- 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.

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

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

Describe the projected use of SAC funds.	Amount

DRAFT