FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT

School Improvement Plan (SIP)
Form SIP-1
Non-Title I Middle Schools

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Buffalo Creek Middle School	District Name: Manatee
Principal: Matthew Gruhl	Superintendent: David Gayler
SAC Chair: John Kramer	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Additional Requirements

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. There are 3 levels to our MTSS Level 1 – Teaching Problem Solving teams (4 core teachers who share common students) there are 9 of these. Level 2 – Specialist Problem Solving Team (Principal, Guidance, ESE Dept. Chair, Social Worker, School Psychologist, ESE Specialist) Level 3 – Leadership Problem Solving Team (Admin, 9 team leaders, 6 department chairs, Guidance, Social Worker, School Psychologist, ESE Specialist)
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?

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

We have a multi-tiered approach to providing multi- tiered support.

Level 1 – Teaching teams meet on a weekly basis to problem solve at-risk and off-track students. They provide and document students who are receiving tier 2 and 3 interventions. They set up RtI success plans. Semi-quarterly, they discuss the results of interventions and submit a list of off track students, why they are off track, and interventions being provided. At the end of 6-8 weeks of providing tier two interventions without response, teams submit the names of students and their RtI Success Plans to the specialist problem solving team for consideration and assistance.

Level 2 – The specialist problem solving team meets weekly to discuss those students, both in groups, and as individuals, who have not responded to tier 2 interventions. They provide advice to teachers, offer support, and when appropriate will assess and determine students to be eligible for a variety of services/tier 3 interventions.

Level 3 – The leadership problem solving team meets monthly to problem solve school-wide trends in underachievement. They explore possible school wide interventions for students not responding to tier 1 and 2 interventions.

In addition to this, we have a PBS team that plans the following activities:

-celebrations using Buffalo Bucks (our positive reinforcement currency)

- curriculum for our Advisory Group sessions (9 total) that all students on campus have during the year (goals, bullying, etc.)

- other positive reinforcement activities

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 three levels above analyze student achievement (both standardized and grades), discipline, and attendance to determine what strategies should be included in the SIP. These strategies are organized into the 3 tiers of intervention. The school is not limited to the interventions listed in the 3 tiers, as problem solving is a fluid and contextual activity, but they do drive the instruction of the school.

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.
The general data source for determining achievement levels is the FOCUS system.
The Race to the Top database is also used to determine students at- risk in areas of Reading and Math.
In addition, teams of teachers maintain the data on students and report out at 7 points during the school year to indicate students off track, reason, and tiered interventions accordingly.
All of this information is reviewed by administration and the problem solving team on a weekly basis.

Describe the plan to train staff on MTSS.
All faculty members are trained on MTSS at the beginning of the school year by administration. Team contacts are also supported and are provided extra training.

Describe plan to support MTSS.
The support is provided by having an organized approach. In addition to teaching teams submitting problem identifications, strategies, and results, the principal facilitates both the Level 2 – Specialist problem solving meetings, and Level 3, the leadership – school-wide problem solving team. The administration also finds the internal funds and business partners to support relevant interventions, recognitions, and celebrations.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT includes 8 team leaders, 5 department chairs, and 3 administrators.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT meets on a semi- quarterly basis to discuss students at risk, interventions provided both on a team level and school wide level, professional development to be provided to support instructional staff, and other topics.

What will be the major initiatives of the LLT this year?
     1.   Providing P.D. on summarization vs. paraphrasing
     2.   Having all students working on paraphrasing and summarization
     3.   Being consistent school-wide with our writing plan that outlines student expectations by grade level.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school   Teachers have common planning with similar content and grade level teachers.   Teachers will plan lessons together and participate in at least 4 "visits" during the year to glean from other teachers.   Teachers will provide positive feedback and questions in a meeting or e-mail format after they have visited a classroom.
Describe how the Lesson Study Plan will be implemented   Teachers are provided a form to record the results of their interactions.   Teachers will be provided a substitute if it is needed.   Teachers will work with another teacher once a quarter.
What will be the major initiatives of the Lesson Study Plan this year?   Focus on rigor and engagement.

PART II: EXPECTED IMPROVEMENTS
Goals

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

Goals (Subject)	Problem-Solving Process to Increase Student Achievement

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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school Year, 55% (approx. 495) of students will be proficient in Reading as measured by the FCAT.	1. student level of vocabulary use 2. students unable to organize thoughts 3. students being able to put things into their own words, make meaning, and summarize main idea	1. Weekly vocabulary study. 2. Use of vocabulary graphic organizers. 3. Use of Cornell notes. 4. Emphasis on paraphrasing and summarizing school-wide. 5. Timed Readings in Science with comprehension and extended thinking questions.	Matthew Gruhl Jason Spahn Christie Gionfriddo Joanna Durst	Walkthroughs Observations FOCUS test results Other formative tests	District Walkthrough District Observation form FOCUS test from state FAIR, SRI FCAT

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT Reading results, the above strategies are needed to achieve significant gains in reading. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 65% (approx. 585) of students	1. student level of vocabulary	1. Weekly vocabulary	Matthew Gruhl Jason Spahn	Walkthroughs Observations	District Walkthrough District Observation form

| will make learning gains in Reading as measured by the FCAT. | use
2. students unable to organize thoughts
3. students being able to put things into their own words, make meaning, and summarize main idea | study.
2. Use of vocabulary graphic organizers.
3. Use of Cornell notes.
4. Emphasis on paraphrasing and summarizing school-wide.
5. Incorporating the use of complex texts.
6. Increased use of DOK 3 questions.
7. Timed Readings in Science with comprehension and extended thinking questions. | Christie Gionfriddo
Joanna Durst | FOCUS test results
Other formative tests | FOCUS test from state
FAIR, SRI
FCAT |

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT Reading results, the above strategies are needed to achieve significant gains in reading. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

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

Goals (Subject)	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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

improvement.					
By the end of the 2012-13 school year, 68% (approx. 152) of the students in the lowest Reading Quartile will make adequate progress as measured by the FCAT.	1. Lack of student motivation. 2. Student Reading 2 to 4 years below grade level giving up.	1. One on one conferencing with students to set goals (data chats). 2. Celebrate student improvement on formative assessments. 3. Increased practice of standard reading applications for level 1's through double block of Reading (Voyager, Read 180). 4. Differentiated small group instruction to provide low students with extra support. 5. Use of AVID strategies (Cornell notes, writing questions from notes, interactive notebooks…)	Matthew Gruhl Jason Spahn Christie Gionfriddo Joanna Durst	Walkthroughs Observations FOCUS test results Other formative tests	District Walkthrough District Observation form FOCUS test from state FAIR, SRI Internal program assessments from Read 180 and Voyager FCAT

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Based upon the 2011-12 FCAT Reading results, the above strategies are needed to achieve significant gains in reading. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

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

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 60% (approx. 540) of students will be proficient in Math as measured by the FCAT.	1. Student Math vocabulary 2. Lack of basic skills from earlier grade levels. 3. Lack of funding for remedial Math classes. 4. High level thinking skill low when it comes to word problems.	1. Math vocabulary cards & student made vocab. dictionaries. 2. Differentiated instruction through small group to provide extra support and skills practice. 3. Problem solve groups of low level students. 4. Student made higher DOK (2,3) questions. 5. Teacher written E.Q.'s either in problem format or asking kids to explain "how to."	Matthew Gruhl Jason Spahn Christie Gionfriddo Katie Brown	Vocabulary Assessments Formative Assessments (FOCUS, Quizzes, answers to E.Q.'s) District Benchmarks	State FOCUS tests District Benchmark Tests FCAT

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Based upon the 2011-12 FCAT Math results, the above strategies are needed to achieve significant gains in math. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

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

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 73% (approx. 657) of students will make learning gains in Math as measured by the FCAT.	1. Student Math vocabulary 2. Lack of basic skills from earlier grade levels. 3. Lack of funding for remedial Math classes. 4. High level thinking skill low when it comes to word problems.	1. Math vocabulary cards & student made vocab. dictionaries. 2. Differentiated instruction through small group to provide extra support and skills practice. 3. Problem solve groups of low level students. 4. Student made higher DOK (2,3) questions. 5. Teacher written E.Q.'s either in problem format or asking kids to explain "how to."	Matthew Gruhl Jason Spahn Christie Gionfriddo Katie Brown	Vocabulary Assessments Formative Assessments (FOCUS, Quizzes, answers to E.Q.'s) District Benchmarks	State FOCUS tests District Benchmark Tests FCAT

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Based upon the 2011-12 FCAT Math results, the above strategies are needed to achieve significant gains in math. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

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

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 62% (approx. 558) of students in the lowest quartile in Math will make adequate progress as measured by the FCAT.	1. Lack of remedial classes/allocation for Math. 2. Student Math vocabulary 3. Lack of basic skills from earlier grade levels. 4. High level thinking skill low when it comes to word problems.	1. Use FASTMATH for 80+ students in class & pull students from electives when possible. 2. After school program for 30-40 students to help them with Math. 3.Math vocabulary cards & student made vocab. dictionaries. 4. Differentiated instruction through small group to provide extra support and skills practice. 5. Problem solve groups of low level students. 6. Student made higher DOK (2,3) questions. 7. Teacher written E.Q.'s either in problem format or asking	Matthew Gruhl Jason Spahn Christie Gionfriddo Katie Brown	Vocabulary Assessments Formative Assessments (FOCUS, Quizzes, answers to E.Q.'s) District Benchmarks Tracking progress of grades and assessments of students in pullout programs.	State FOCUS tests District Benchmark Tests FCAT

		kids to explain "how to."			

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT Math results, the above strategies are needed to achieve significant gains in math. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 87% (approx. 260) of the 8th grade students will be proficient writers as defined and measured by the FCAT.	1. Student lack of application of writing conventions 2. Students writing quickly without providing deep supporting details.	1. Standard rubric for writing by grade level. 2. Standard grammatical sentence requirements school-wide. 3. Emphasis of detailed support in writing school-wide. 4. Pullout for writing from electives for	Matthew Gruhl Jason Spahn Christie Gionfriddo Joanna Durst	1. Periodic timed writing in L.A. classes. 2. District Writing Benchmarks.	Writing Assessments/Prompts FCAT Writing

		targeted border line proficient students for 6 weeks.			

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT Writing results, the above strategies are needed to achieve significant gains in writing. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of 2012-13 school year, 52%(approx.. 156) of the 8th grade students will be proficient in Science as determined by the FCAT.	1. Students will not retain what was learned in 6th & 7th grade 2. Many students taking the test Read below grade level.	1. Timed Readings in Science with comprehension questions. 2. Differentiated instruction (small group) 3. FCAT explorer 4. Use of AVID strategies (Cornell notes, interactive notebooks) 5. Vocabulary instruction 6. Revisit	Matthew Gruhl Jason Spahn Christie Gionfriddo Kimmie Madrigal	Formative Assesssment including District Benchmarks, FOCUS, Vocabulary Quizzes, and answers to E.Q.'s	FCAT Science

		important strands from 6th & 7th grade depending on formative assessment results.			

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT Science results, the above strategies are needed to achieve significant gains in science. The strategies above require collaborative efforts by the administration, teachers and staff members. English Language Learners (ELL) and ESE students will receive additional support from the ESOL Coordinator, ESE Coordinator and Support Staff. Additionally, these students will receive support through various programs, such as Rosetta Stone, Read 180, Voyager and before/after school tutoring.

Algebra End-of-Course (EOC) Goals

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

Algebra EOC 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
By the end of the 2012-13 school year, 100%(approx.. 42) of students taking the Algebra EOC will pass it.		After school tutoring offered for students	Matthew Gruhl Jason Spahn Christie Gionfriddo		Algebra 1 EOC

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Since Algebra I is only offered as an honors course at the middle-school level, students taking the Algebra I EOC will be the highest- level math students in the school. While there will be challenges, the majority of the students have proven, through sixth and seventh-grade FCAT math scores, that they have the prerequisite knowledge and math ability to be successful in Algebra I Honors in the middle-school setting. For that reason, the goal for 2012-13 is for 100% of our students to pass the Algebra I EOC.

Geometry End-of-Course Goals

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

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Geometry EOC 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
High School credit for Geometry is not offered at Buffalo Creek Middle School for the 2012-13 school year.					

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

High School credit for Geometry is not offered at Buffalo Creek Middle School for the 2012-13 school year.

Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

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

Civics EOC 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
It is unknown at this time whether Buffalo Creek Middle School will be part of the 2013 Civics field testing.					

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

It is unknown at this time whether Buffalo Creek Middle School will be part of the 2013 Civics field testing.

History End-of-Course (EOC) Goals – Middle and High School (if administered)

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

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Revised by Teaching & Learning Dept.,7/19/12

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

U.S. History EOC 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
High School credit US History is not offered at the middle school level.					

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

High School credit US History is not offered at the middle school level.

Professional Development at Your School

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
Summarizing & Paraphrasing	6-8	Joanna Durst	All teachers	1. P.D. on Friday mornings 3 times 2. Lunch & learns 3. Teachers observe each other implementing during class visits	Walkthroughs, Observations, Lesson Plan checks weekly	Matthew Gruhl Jason Spahn Christie Gionfriddo
Complexity	6-8	Matthew Gruhl	All teachers	P.D. at the beginning of November – Moodle provided by District	Walkthroughs, Observations, Lesson Plan checks weekly and Department Meetings	Matthew Gruhl Jason Spahn Christie Gionfriddo
Kagan Cooperative Learning	6-8	Kim Madrigal Rennie Finck Matthew Gruhl	All teachers	P.D. at the beginning of the year, during SIP day, and at lunch and learn	Walkthroughs, Observations, Lesson Plan checks weekly	Matthew Gruhl Jason Spahn Christie Gionfriddo
Technology Integration – Use of systems, Promethean Boards, Atomic Learning	6-8	Maddy Ross Ken Knowles Matthew Gruhl	All teachers	Lunch and Learns, On-line tutorials	Walkthroughs, Observations, Lesson Plan checks weekly	Matthew Gruhl Jason Spahn Christie Gionfriddo

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- *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.
The SAC membership does not represent the student body b/c there are not enough minority members. At this time the SAC chair and Administration is trying to get more minority parents involved by calling and inviting them to join.

Describe the activities of the SAC for the upcoming school year.
The SAC will meet 6 times this year to discuss school improvement, parent involvement, and school direction.

Describe the projected use of SAC funds.	Amount
SAC funds will be used to celebrate student achievement at celebrations, purchase agendas/planners for all students, print school newsletters, and provide support for professional learning opportunities for teachers.	$6700