

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name:3131Curtis Fundamental Elementary	District Name: Pinellas County Schools
Principal: Pamela Metz-Easley	Superintendent:John A. Stewart, Ed.D.
SAC Chair: Michael DeWese	Date of School Board Approval: Pending: October 9, 2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Pamela Metz-Easley	EdS in School Leadership, BS El Ed/ESE, MA ESE	2	12	School grade = A; AYP = 100%; 87% proficient in R, 95% in W, 79% in M; low 25% making learning gains=76 in R & 68 in M
Assistant Principal					

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### Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Weekly PLC meetings and monthly staff meetings will focus on professional growth	Team Leaders & Principal	June 2013
2. Team data chats with principal, 3x/yr	Principal, SBLT	June 2013
3. Book studies on Pathways to Common Core, Opening Minds, Guided Reading and Classroom Discussions Using Math Talk	Teachers, Principal	June 2013
4. IPDPs will focus on individual teacher interest for growth	Teachers, Principal	June 2013

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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

### *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
34	0% (0)	5.88% (2)	38.24% (13)	55.88% (19)	35.29% (12)	100%	11.76 (4)	14.71 (5)	29.41% (10)

### *Teacher Mentoring Program/Plan*

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Curtis has two new teachers this year; one has previously taught at Curtis and the other has experience teaching in Pinellas County	Mentor support will follow the collaborative partners model—this is not a supplemented position but provides support through attending trainings	Refer to first section, Mentor Name	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
and has experience with the fundamental procedures of Curtis	with their grade level team and PLC meetings		

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### Additional Requirements

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

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

#### Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

#### Title I, Part C- Migrant

NA in Pinellas

#### Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

#### Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

#### Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

#### Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

#### Violence Prevention Programs

#### Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

#### Housing Programs

#### Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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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. P. Metz-Easley, principal; Dr. Tomalsky, school psychologist; B. Ziecheck, curriculum specialist; T. Eberle, primary teacher representative; S. McElveen, intermediate grade level representative; J. Wahnnon, guidance counselor; D. McCarthy, ESE service provider; L. Wilson, ELRP
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? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda  Meeting time:2 <sup>nd</sup> Thursday of the month, 7:30am
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Facilitates access to and interpretation of data; develops and displays graphs of academic data for Tiers 2 & 3; facilitates meetings with parents and teachers to establish interventions and intervention schedules
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. PMRN, FCRR, EDS
Describe the plan to train staff on MTSS. General staff meetings, individual team PLCs, individual teacher training on an as needed basis
Describe the plan to support MTSS: systematic data review, SBLT monitoring of interventions and progress, adherence to District time allocations for instruction, scientific research based materials for instruction, support staff as providers to assist classroom teachers

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### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). B. Lathan, A. Coy, L. Moon, P. Smith, S. Jones, C. Freeman, P. Bosacki, D. Arose, Dierking, S. Flory, M. Dewese, J. Neubauer
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will be composed of a primary team and an intermediate team. The two teams will meet conjunctly and separately once a month. The team members will disseminate information to their respective grade levels. Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: <ul style="list-style-type: none"><li>• Support for text complexity</li><li>• Support for instructional skills to improve reading comprehension<ul style="list-style-type: none"><li>○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons</li><li>○ Providing scaffolding that does not preempt or replace text reading by students</li><li>○ Developing and asking text dependent questions from a range of question types</li><li>○ Emphasizing students supporting their answers based upon evidence from the text</li><li>○ Providing extensive research and writing opportunities (claims and evidence)</li></ul></li><li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).</li></ul> The district will provide training and tools for Literacy Leadership Teams.
What will be the major initiatives of the LLT this year? Support for text complexity <ul style="list-style-type: none"><li>• Support for instructional skills to improve reading comprehension</li><li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects</li></ul>

### *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.

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			IA.1. Lack of student engagement	IA.1. Provide differentiated instruction through small group and guided reading inside or outside of the daily reading block	IA.1. Principal, curriculum specialist, LLT	IA.1. Evaluate effective use of daily reading workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on reading units of study	IA.1. FAIR data EDS data Lesson plans Observations Teacher appraisal results
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Maintain or improve performance by students meeting expectations	21% (55)	26% (69)					
			IA.2. Insufficient standard based instruction	IA.2. Implement all components parts of daily reading block as established by district or state standards for each grade level	IA.2. Principal, curriculum specialist, LLT	IA.2. Comparison of instruction to district and state curriculum standards on daily reading block components including core reading instruction, reading aloud and reading workshop as required in each grade level	IA.2. FAIR data EDS data Lesson plans Observations Teacher appraisal results
			IA.3.	IA.3.	IA.3.	IA.3.	IA.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.



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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A.FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</b>			2A.2. Insufficient standard based instruction	2A.2. Implement all components parts of daily reading block as established by district or state standards for each grade level	2A.2. Principal, curriculum specialist, LLT	2A.2. Comparison of instruction to district and state curriculum standards on daily reading block components including core reading instruction, reading aloud and reading workshop as required in each grade level	2A.2. FAIR data EDS data Lesson plans Observations Teacher appraisal results
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Maintain or improve performance by students meeting expectations	67% (178)	72% (197)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3	2A.3	2A.3	2A.3	2A.3
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3	2B.3	2B.3	2B.3	2B.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. Lack of student engagement	3A.1. Provide differentiated instruction through small group and guided reading inside or outside of the daily reading block	3A.1. Principal, curriculum specialist, LLT	3A.1. Evaluate effective use of daily reading workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on reading units of study	3A.1. FAIR data EDS data Lesson plans Observations Teacher appraisal results
Reading Goal #3A:  Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	73% (194)	100% (266)					
			3A.2. Insufficient standard based instruction	3A.2. Implement all components parts of daily reading block as established by district or state standards for each grade level	3A.2. Principal, curriculum specialist, LLT	3A.2. Comparison of instruction to district and state curriculum standards on daily reading block components including core reading instruction, reading aloud and reading workshop as required in each grade level	3A.2. FAIR data EDS data Lesson plans Observations Teacher appraisal results
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:  N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Limited intervention supports available to address student needs	4A.1. Create interventions that promote core instructional goals and objectives	4A.1. Principal, curriculum specialist, LLT	4A.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets any applicable PMP, IEP or 504 plan	4A.1. FAIR data EDS data Lesson plans Observations Teacher appraisal results
Reading Goal #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	75% (18)	100% (24)					
			4A.2. Lack of student engagement	4A.2. Provide differentiated instruction through small group and guided reading inside or outside of the daily reading block	4A.2. Principal, curriculum specialist, LLT	4A.2. Evaluate effective use of daily reading workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on reading units of study	4A.2. FAIR data EDS data Lesson plans Observations Teacher appraisal results
			4A.3. Insufficient standard based instruction	4A.3. Implement all components parts of daily reading block as established by district or state standards for each grade level	4A.3. Principal, curriculum specialist, LLT	4A.3. Comparison of instruction to district and state curriculum standards on daily reading block components including core reading instruction, reading aloud and reading workshop as required in each grade level	4A.3. FAIR data EDS data Lesson plans Observations Teacher appraisal results
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 92	93	95	96	97	99	100
Reading Goal #5A:							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>		5B.1. Limited intervention supports available to address student needs	5B.1. Create interventions that promote core instructional goals and objectives	5B.1. Principal School-Based Literacy Leadership Team	5B.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets the applicable PMP, IEP or 504 plan	5B.1. FAIR data EDS data Lesson plans Observations Teacher appraisal results	
Reading Goal #5B:		2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Maintain or improve current level of performance	White 76% (177)	White 0% (206)					
	Black 7% (16)	Black 0% (23)					
	Hispanic 8% (18)	Hispanic 0% (17)					
	Asian 3% (7)	Asian 0% (6)					
	American Indian 0% (0)	American Indian 0% (0)					
		5B.2. Lack of student engagement	5B.2. Provide differentiated instruction through small group and guided reading inside or outside of the daily reading block	5B.2. Principal, curriculum specialist, LLT	5B.2. Evaluate effective use of daily reading workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on reading units of study	5B.2. FAIR data EDS data Lesson plans Observations Teacher appraisal results	

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

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>		5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	N/A	N/A				
			5E.2.	5E.2.1	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study on Opening Minds and CCSS	All	Team Leaders	K-5 teachers/specialists	Monthly	Discussions, sharing at staff meetings	Principal, LLT
County wide training	All	District personnel	K-5 teachers/specialists	Quarterly	Evidence of teacher use of training strategies during walk throughs	principal

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Enrichment of instruction, understanding of CCSS	Two sets of books for staff book study	Internal funds	\$600
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening and speaking.</b>		1.1. Lack of student engagement	1.1. Provide differentiated instruction	1.1. Principal, curriculum specialist, LLT	1.1. Ensure that content materials differentiate by student interests, cultural background and prior knowledge with small group instruction utilized to meet specific learning needs	1.1. EDS data Lesson plans Observations Teacher appraisal results
CELLA Goal #1:  Improve current level of performance of CELLA students tested	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>  75% (3)					
		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
<b>2. Students scoring proficient in reading.</b>		2.1. Limited intervention supports available to address student needs	2.1. Create interventions that promote core instructional goals and objectives	2.1. Principal, curriculum specialist, LLT	2.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets any applicable PMP, IEP or 504 plan	2.1. FAIR data EDS data Lesson plans Observations Teacher appraisal results
CELLA Goal #2:  Improve current level of performance of CELLA students tested	<u>2012 Current Percent of Students Proficient in Reading:</u>  75% (3)					
		2.2. Lack of student engagement	2.2. Provide differentiated instruction through small group and guided reading inside or outside of the daily reading block	2.2. Principal, curriculum specialist, LLT	2.2. Evaluate effective use of daily reading workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on reading units of study	2.2. FAIR data EDS data Lesson plans Observations Teacher appraisal results
		2.3	2.3	2.3	2.3	2.3



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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		3.1. Limited intervention supports available to address student needs	3.1. Create interventions that promote core instructional goals and objectives	3.1. Principal School-Based Literacy Leadership Team, curriculum specialist	3.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets any applicable PMP, IEP or 504 plan	3.1. FAIR data EDS data Lesson plans Observations Teacher appraisal results
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Improve current level of performance of CELLA students tested	25% (1)					
		3.2. Lack of student engagement	3.2. Provide differentiated instruction through small group and conferences during writing workshop	3.2. Principal, curriculum specialist, LLT	3.2. Evaluate effective use of daily writing workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on writing units of study	3.2. EDS data Lesson plans Observations Teacher appraisal results
		3.3	3.3	3.3	3.3	3.3

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**CELLA Budget** (Insert rows as needed)

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

*End of CELLA Goals*

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

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Lack of student engagement	1A.1. Provide differentiated instruction through small group work and independent practice during the daily math time block	1A.1. Principal, curriculum specialist, math committee	1A.1. Evaluate effectiveness of daily mathematics instruction in all grade levels by ensuring lessons meet district standards and employ training received	1A.1. EDS data Lesson plans Observations Teacher appraisal results
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Maintain or improve performance by students meeting expectations	28% (74)	30% (81)					
			1A.2. Insufficient standard based instruction	1A.2. Implement all components parts of daily math time block as established by district or state standards for each grade level	1A.2. Principal, curriculum specialist, math committee	1A.2. Comparison of instruction to district and state curriculum standards on daily math time block components including warm-up activities, specific instruction, small group work and independent practice as required in each grade level	1A.2. EDS data Lesson plans Observations Teacher appraisal results
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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<b>2A.FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</b>			2A.2. Insufficient standard based instruction	2A.2. Implement all components parts of daily math time block as established by district or state standards for each grade level	2A.2. Principal, curriculum specialist, math committee	2A.2. Comparison of instruction to district and state curriculum standards on daily math time block components including warm-up activities, specific instruction, small group work and independent practice as required in each grade level	2A.2. EDS data Lesson plans Observations Teacher appraisal results
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Maintain or improve performance by students meeting expectations	51% (135)	53% (142)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3	2A.3	2A.3	2A.3	2A.3
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3	2B.3	2B.3	2B.3	2B.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. Lack of student engagement	3A.1. Provide differentiated instruction through small group work and independent practice during the daily math time block	3A.1. Principal, curriculum specialist, math committee	3A.1. Evaluate effectiveness of daily mathematics instruction in all grade levels by ensuring lessons meet district standards and employ training received	3A.1. EDS data Lesson plans Observations Teacher appraisal results
Mathematics Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	73% (194)	100% (266)					
			3A.2. Insufficient standard based instruction	3A.2. Implement all components parts of daily math time block as established by district or state standards for each grade level	3A.2. Principal, curriculum specialist, math committee	3A.2. Comparison of instruction to district and state curriculum standards on daily math time block components including warm-up activities, specific instruction, small group work and independent practice as required in each grade level	3A.2. EDS data Lesson plans Observations Teacher appraisal results
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1. Limited intervention supports available to address student needs	4A.1. Create interventions that promote core instructional goals and objectives	4A.1. Principal, curriculum specialist, math committee	4A.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets any applicable PMP, IEP or 504 plan	4A.1. EDS data Lesson plans Observations Teacher appraisal results
Mathematics Goal #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	68%	100% (266)					
			4A.2. Lack of student engagement	4A.2. Provide differentiated instruction through small group work and independent practice during the daily math time block	4A.2. Principal, curriculum specialist, math committee	4A.2. Evaluate effectiveness of daily mathematics instruction in all grade levels by ensuring lessons meet district standards and employ training received	4A.2. EDS data Lesson plans Observations Teacher appraisal results
			4A.3. Insufficient standard based instruction	4A.3. Implement all components parts of daily math time block as established by district or state standards for each grade level	4A.3. Principal, curriculum specialist, math committee	4A.3. Comparison of instruction to district and state curriculum standards on daily math time block components including warm-up activities, specific instruction, small group work and independent practice as required in each grade level	4A.3. EDS data Lesson plans Observations Teacher appraisal results
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 90	91	92	93	93	94	95
Mathematics Goal #5A:							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		5B.1. Limited intervention supports available to address student needs	5B.1. Create interventions that promote core instructional goals and objectives	5B.1. Principal, curriculum specialist, math committee	5B.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets any applicable PMP, IEP or 504 plan	5B.1. EDS data Lesson plans Observations Teacher appraisal results	
Mathematics Goal #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Maintain or improve current level of performance	White 75% (156)	White 0% (206)					
	Black 6% (13)	Black 0% (23)					
	Hispanic 8% (17)	Hispanic 0% (17)					
	Asian 3% (0)	Asian 0% (6)					
	American Indian 0% (0)	American Indian 0% (0)					
			5B.2. Lack of student engagement	5B.2. Provide differentiated instruction through small group work and independent practice during the daily math time block	5B.2. Principal, curriculum specialist, math committee	5B.2. Evaluate effectiveness of daily mathematics instruction in all grade levels by ensuring lessons meet district standards and employ training received	5B.2. EDS data Lesson plans Observations Teacher appraisal results

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



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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

**Mathematics Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities**

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District and school trainings	K-5	District personnel, math committee	School-wide	Once each semester	Classroom walk through observations and PLC notes	Principal, curriculum specialist, team leaders, math committee

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**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
To enrich and accelerate instructional techniques	Various trainings	SIP funds	\$800
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Elementary School Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1. Lack of student engagement	1A.1. Provide differentiated instruction through small group work and independent practice during science workshop	1A.1. Principal, curriculum specialist, science committee	1A.1. Evaluate effectiveness of science instruction in all grade levels by ensuring lessons meet district standards and employ training received	1A.1. EDS data Lesson plans Observations Teacher appraisal results
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Maintain or improve performance by students meeting expectations	15% (39)	16% (43)					
			1A.2. Insufficient standard based instruction	1A.2. Implement all components parts of science workshop as established by district or state standards for each grade level	1A.2. Principal, curriculum specialist, science committee	1A.2. Comparison of instruction to district and state curriculum standards for science workshop including use of the 5E instructional model and journaling	1A.2. EDS data Lesson plans Observations Teacher appraisal results
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Level 4 &amp; 5 in science.</b>			2A.1. Lack of student engagement	2A.1. Provide differentiated instruction through small group work and independent practice during science workshop	2A.1. Principal, curriculum specialist, science committee	2A.1. Evaluate effectiveness of science instruction in all grade levels by ensuring lessons meet district standards and employ training received	2A.1. EDS data Lesson plans Observations Teacher appraisal results
Mathematics Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Maintain or improve performance by students meeting expectations	51% (135)	53% (142)					
			2A.2. Insufficient standard based instruction	2A.2. Implement all components parts of science workshop as established by district or state standards for each grade level	2A.2. Principal, curriculum specialist, science committee	2A.2. Comparison of instruction to district and state curriculum standards for science workshop including use of the 5E instructional model and journaling	2A.2. EDS data Lesson plans Observations Teacher appraisal results
			2A.3	2A.3	2A.3	2A.3	2A.3
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3	2B.3	2B.3	2B.3	2B.3

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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District and school trainings	K-5	Science committee, district trainers	School-wide	Once each semester	Walk through documents, PLC notes	Principal, curriculum specialist, science committee

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Elementary and Middle School Science Goals*

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**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 and above in writing.</b>			1A.1. Lack of student engagement	1A.1. Provide differentiated instruction through small group and conferences during writing workshop	1A.1. Principal, curriculum specialist, LLT	1A.1. Evaluate effective use of daily writing workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on writing units of study	1A.1. EDS data Lesson plans Observations Teacher appraisal results
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Maintain or improve performance by students meeting expectations	95% (84)	98% (86)					
			1A.2. Insufficient standard based instruction	1A.2. Implement all components parts of daily reading block as established by district or state standards for each grade level	1A.2. Principal, curriculum specialist, LLT	1A.2. Comparison of instruction to district and state curriculum standards for writing workshop including direct instruction, writing and conferring, sharing and publishing	1A.2. EDS data Lesson plans Observations Teacher appraisal results
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing 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
<b>2A. FCAT 2.0: Students scoring at Achievement Level 2 or below in writing.</b>			2A.1. Limited intervention supports available to address student needs	2A.1. Create interventions that promote core instructional goals and objectives	2A.1. Principal, curriculum specialist, LLT	2A.1. Confirm that intervention and core teachers plan together regularly to ensure the integration and alignment of both curriculums and that all instruction meets any applicable PMP, IEP or 504 plan	2A.1. EDS data Lesson plans Observations Teacher appraisal results
Writing Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Maintain or improve performance by students not meeting expectations	5% (4)	0% (0)					
			2A.2. Lack of student engagement	2A.2. Provide differentiated instruction through small group and conferences during writing workshop	2A.2. Principal, curriculum specialist, LLT	2A.2. Evaluate effective use of daily writing workshop and other instruction in all grade levels by ensuring lessons meet district standards and employ training received with a principle focus on writing units of study	2A.2. EDS data Lesson plans Observations Teacher appraisal results
			2A.3. Insufficient standard based instruction	2A.3. Implement all components parts of daily reading block as established by district or state standards for each grade level	2A.3. Principal, curriculum specialist, LLT	2A.3. Comparison of instruction to district and state curriculum standards for writing workshop including direct instruction, writing and conferring, sharing and publishing	2A.3. EDS data Lesson plans Observations Teacher appraisal results

**Writing Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-5	LLT	School-wide	Four times a year	Walk through observations, PLC notes	Principal, curriculum specialist, LLT

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**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

*End of Writing Goals*



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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>1. Attendance</b>			1.1. Student illnesses and educational events outside of school	1.1. Review and analyze attendance data on a monthly basis to identify students with excessive absence and address with individual families	1.1. Child Study Team, principal, school counselor, school social worker and data management technician	1.1. Develop interventions to address excessive student absences including written notifications to families of days of absence and tardy arrival to school followed by TIPS referrals when needed	1.1. Portal data
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Improve current level of performance	97%	98%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	69	62					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	27	24					
			1.2. Participation in expanded free breakfast program effects timely arrival in class	1.2. Review and analyze tardy data on a monthly basis to identify students that arrived late	1.2. School counselor and data management technician	1.2. Use Parent Connect Ed System to notify parents and guardians of tardies on the date of occurrence with problem-solving sessions scheduled to address frequent issues	1.2. Portal data IAC referrals
			1.3.	1.3.	1.3.	1.3.	1.3.

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>			<b>Problem-solving Process to Decrease Suspension</b>				
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
<b>1. Suspension</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Suspension data
<b>Suspension Goal #1:</b>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	4	3					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	2	1					
Improve current level of performance			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Suspension Goals*

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

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT , CIA	1.1. Five Star status	1.1 Data in Focus.
Improve current level of performance	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Portal logins by parents	13,000 hrs. of volunteerism	Increase by 20% (15,600)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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	all	PTA presenter	School-wide PTA meeting	Sept., 2012	Feedback from PTA meeting	Principal, PTA board member
					newsletter	

**Parent Involvement Budget**

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

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

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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Parent Involvement Goal(s)*

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

**Additional Goal I Wellness (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal: Wellness</b>			1.1. Staff training	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
Improve current level of performance	Met Bronze Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory		A: Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a>  B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers, student, parent representative)  B. physical education staff	A: Completion of 6 <sup>th</sup> Step of the Healthy School Program online (Celebrate Successes)  B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	A: Healthy School Inventory (Evaluate Your School) online  B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.



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

**Additional Wellness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Staff wellness programs	staff	Wellness Committee	Schoolwide staff	Throughout the year	Action plan/survey	Principal, Physical Education staff

**Additional Wellness 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
Incentives,	mileage club materials, fitness incentives,	Grant, fund raising, PTA adopt-a-class	Approx \$500
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>\$500Total:</b>

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

**Additional Goal II Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal: Black Academic Achievement</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Principal, SBLT	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
<b>Additional Goal #1:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student achievement	Reading level 3 and above:7% (16)	All black students to make learning gains in reading and math					
	MathLevel 3and above: 6% (13)						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 MOU 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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

**Additional Goal III Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal: Student Engagement for Black Students</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1:  There will be an increase in black student engagement	2012 Current Level :*	2013 Expected Level :*					
	School data for % of black students receiving referrals found on EDS: School Wide Behavior Plan report	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU II Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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**

**Additional MOU 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Additional Goal(s)*

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

**Final Budget**(Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>\$600Total:</b>
<b>Mathematics Budget</b>	
	<b>\$800Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Writing Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
<b>Suspension Budget</b>	
	<b>Total:</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>
<b>Additional Goals</b>	
	<b>\$500Total:</b>
	<b>\$1900Grand Total:</b>

**Final Budget**(Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>\$600Total:</b>
<b>CELLA Budget</b>	
	<b>Total:</b>
<b>Mathematics Budget</b>	
	<b>\$800Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>

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

<b>Writing Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
<b>Suspension Budget</b>	
	<b>Total:</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>
<b>STEM Budget</b>	
	<b>Total:</b>
<b>CTE Budget</b>	
	<b>Total:</b>
<b>Additional Goals</b>	
	<b>\$500Total:</b>
	<b>\$1900 Grand Total:</b>

**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		
<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.

Describe the activities of the SAC for the upcoming school year.
The Council enriches the learning environment at Curtis Fundamental Elementary by establishing educational priorities, assessing improvement progress and providing leadership opportunities for each of the communities served by the school including forming business partnerships, approving the School Improvement Plan and soliciting parent and teacher feedback.

Describe the projected use of SAC funds.	Amount
For trainings to enhance, enrich and accelerate instruction in math	\$800