

Florida Department of Education



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

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Woodland Elementary	District Name: Pasco County
Principal: Kimberly Poe	Superintendent: Heather Fiorentino
SAC Chair: Julie Cotton	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

K-12 Comprehensive Research Based Reference Materials

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
Principal	Kimberly Poe	BA - Elem. Ed Masters - Ed. Leadership Certified - Elem.Ed. 1-6, Ed. Leadership K-12, School Principal	5	7	11/12 – WES School Grade – B 10/11 – WES School Grade – A 09/10 – WES School Grade – C 08/09 – WES School Grade – A
Assistant Principal	Diane Vitello	BA - Elem. Ed/Spec. Ed. Masters – Literacy Ed. Certified - Elem.Ed. K-6, Ed. Leadership K-12	0	0	

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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)
Literacy Coach	Jennifer Ackett	BA – Elementary Education Masters – Reading K-12	0	0	
Math Resource	Terri Richards	Elementary Education	20	2	11/12 – WES School Grade – B 10/11 – WES School Grade – A 09/10 – WES School Grade – C 08/09 – WES School Grade – A

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. Create a positive work culture and climate at WES through recognition efforts, social activities, celebrating achievements, promoting teachers to share and learn from each other and on going, relevant staff development.	Administration and Leadership Team	On Going
2. Mentoring Program focusing on new teachers and teachers who may need additional support in an area or areas.	Administration and Leadership Team	Monthly Meetings, On Going
3.		
4.		

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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
All instructional staff members and paraprofessionals are highly qualified at Woodland Elementary School.	All instructional staff members and paraprofessionals are highly qualified at Woodland Elementary School.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
70	1.43%	22.86%	54.29%	22.85%	30%	100%	5.7%	2.9%	85%

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
Experienced Teacher (K)	Beginning Teacher (K)	These two teachers were paired because they teach on the same team and are in close proximity to one another,	Weekly Meetings (more if needed)

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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 funds are coordinated at the school to provide more educational opportunities for our students and staff. Additional educational tools, including specialized curriculum and technology tools, have been purchased with the assistance of Title I funds. Additional staff development will be provided to ensure that teachers are capable of meeting the many needs of our diverse student population. Resources have also been allocated to increase parent involvement at our school, including parent education events.
Title I, Part C- Migrant
Title I, Part D
Title II Title II, Part A funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of our school.
Title III Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners by offering after school tutoring in academic language acquisition, to assist English Language Learners meet the academic content and English proficiency standards. The Imagine Learning Technology program was also funded to provide language support to our ESOL students before/after/during the school day in the technology lab settings at Woodalnd.
Title X- Homeless Woodland's ABC Committee, in conjunction with the school social worker and data entry operator, works with homeless families to assist them while in transition with basic needs. The ABC Committee also supports families who are in need of basic life necessities on a regular basis.
Supplemental Academic Instruction (SAI) Supplemental Academic Instruction funds will be coordinated with Title I funds to provide an additional teacher for extended school year. Onsite tutoring will also be provided for select "at risk" intermediate students through the SES (Supplemental Education Services) program.

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<p>Violence Prevention Programs At Woodland Elementary, we have a Bullying Prevention Plan in place to prevent violence of any type on our campus and amongst our students and staff. This plan is developed by the school guidance counselor, graduation enhancement teacher, school administration and the school's safety/discipline committee. The plan is in alignment with the District School Board of Pasco County's policy which includes the following elements: Consequences for a student/employee who commits an act of bullying or harassment; consequences for a student or employee who is found to have wrongfully and intentionally accused another of an act of bullying or harassment; a procedure for reporting an act of bullying or harassment, including provisions that permit a person to anonymously report such an act; a procedure for the prompt investigation of a report of bullying or harassment and the persons responsible for the investigation, a process to investigate whether a reported act of bullying or harassment is within the scope of the district school system and, if not, a process for referral of such an act to the appropriate jurisdiction; a procedure for providing immediate notification to the parents/legal guardians of a victim of bullying or harassment as well as notification to all local agencies, a procedure for including incidents of bullying or harassment in the school's report of data concerning school safety and discipline data, a procedure to refer victims and perpetrators of bullying or harassment for counseling; a procedure for providing instruction to students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment, and a procedure for regularly reporting to a victim's parents/guardians the actions taken to protect the victim.</p>
<p>Nutrition Programs Woodland Elementary's nutritional programs follow the guidelines found within our district's Wellness Policy. All Woodland Elementary students are eligible for a free breakfast each school day. Woodland also partners with an extension of the University of Florida, which provides student lessons focused on good nutrition and healthy choices.</p>
<p>Housing Programs Woodland's ABC Committee, in conjunction with the school social worker and data entry operator, works with homeless families to assist them while in transition with basic needs. The ABC Committee also supports families who are in need of basic life necessities on a regular basis.</p>
<p>Head Start Woodland Elementary hosts two head start classrooms for three and four year old economically disadvantaged students. They are instructed by highly qualified teachers, and have opportunities to become acclimated to the school setting before their Kindergarten year.</p>
<p>Adult Education Woodland's Parent Involvement Assistant, funded by Title I funds, coordinates quarterly parent workshops focused on various educational topics and life skills.</p>
<p>Career and Technical Education Woodland Elementary hosts a "Great American Teach In" week each November. During this event, parents and community members are invited to present career education to our students. Through this integrated opportunity, students are afforded a look into what is possible in their future here in their own community of Zephyrhills, and beyond.</p>
<p>Job Training Woodland Elementary hosts a "Great American Teach In" week each November. During this event, parents and community members are invited to present career education to our students. Through this integrated opportunity, students are afforded a look into what is possible in their future here in their own community of Zephyrhills, and beyond. Woodland Elementary also hosts a Business Community Education (BCE) student from the neighboring high school each year. This high school junior or senior attends classes at the high school during the morning hours and works in the front office at the elementary school in the afternoons. This student receives "on the job" training through his/her daily interactions with students, staff and parents.</p>

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Other

Woodland's theme for the year is "Woodland Wranglers...Planning Ahead, Aiming High, College Bound!" This theme is aimed at students knowing the many possibilities available to them through higher education after high school. Students will monitor their own short and long term goals, as we learn about the many opportunities that education affords to us all! Woodland will be "Setting Goals and Striving to EXCEED Them" during the 2012 – 2013 school year!

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the school-based RtI Leadership Team are: Kimberly Poe - Principal, Diane Vitello-Assistant Principal, Michael Gunn-Technology Specialist, Robin Fisher-Speech & Language Pathologist, Terri Richards-Math Resource Teacher, Linda Kahn-Guidance Counselor, Dedra Missouri-Physiologist, Carissa Mangione-2nd Grade Teacher, Kayla Beckham-Intervention Teacher, Deanna Garrett-Intervention Teacher, Debbie Chancey-Intervention Teacher, Jennifer Ackett-Literacy Coach, Linda Schrack-3rd Grade Teacher, Maryann Lenox-Kindergarten Teacher.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school based RtI Team is an intricate part of our School Leadership Team. They meet, along with other grade chairs and school leaders twice monthly to keep an accurate tab on the pulse of the school and the needs of the students and staff. The RtI Team also participates in professional development throughout the year, and receives differentiated coaching from a district RtI Coach, to acquire the appropriate skills to move the entire school forward during our third year of full RtI implementation. The RtI Team will act as facilitators at weekly grade level meetings called T-BIT Meetings, and they also provide input and serve as members of the school's Lead Literacy Team and Leadership Team.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team continually looks at school data to make decisions for improvement within every aspect of our school. The team acts as coaches, models, mentors and facilitators to other staff members when implementing the components of the School Improvement Plan. Administration is a part of the RtI Leadership Team and will provide monitoring and accountability to staff members in the effective implementation of objectives, and will track progress toward the attainment of the school-wide goals throughout the year.

MTSS Implementation

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<p>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. Teachers are provided with pacing guides, curriculum maps, and assessment calendars to ensure common assessments and aligned instruction school-wide. They are also provided with a grade book that allows for documentation of core assessment results and intervention/enrichment group tracking information. Reading: FAIR/RR/Weekly and Unit Exams Math: CORE K-12 (grades 2-5), Pre & Post Tests Science: CORE K-12 (grades 2-5), Standards Mastery Checklist Writing: Monthly Prompts with MMH Rubric Behavior: TERMS reports, Discipline Referrals</p>
<p>Describe the plan to train staff on MTSS. The staff will have continual exposure to the components of RtI through the use of facilitators at weekly TBIT/Grade Level Meetings. We will also set the stage for the year with a school-wide faculty presentation focusing on the RtI Process and why it is best for students to continually monitor how they are responding to instruction. The RtI Leadership Team will attend district trainings to improve their abilities to lead the school-wide effort. Woodland will also enlist the assistance of the district assigned RtI coach, who is assigned to our school to help make decisions that will impact school training needs.</p>
<p>Describe the plan to support MTSS. The MTSS/RtI Leadership Team will meet together twice a month to review the work being accomplished in regards to meeting students needs in all three tiers: I, II, & III, and how they are responding to instruction and interventions at our school. Continual training will occur with the assistance of our district assigned Title I Coach.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The members of the Lead Literacy Team are: Kimberly Poe-Principal, Diane Vitello-Assistant Principal, Michael Gunn-Technology Specialist, Robin Fisher-Speech & Language Pathologist, Terri Richards-Math Resource Teacher, Linda Kahn-Guidance Counselor, Dedra Missouri-Psychologist, Kayla Beckham-Intervention Teacher & 2nd Grade Co Chair, Deanna Garrett-Intervention Teacher & 1st Grade Co Chair, Debbie Chancey-Intervention Teacher & 3rd Grade Co Chair, Maryann Lenox-Kindergarten Co Chair, Gail Hynes-Kindergarten Co Chair, Carissa Mangione-2nd Grade Co Chair, Linda Schrack - 3rd Grade Chair, Donna Denaro-4th Grade Chair, Elaine Ward-5th Grade Teacher, Cara Young-Pre K Chair, Jeanne Barr - ESE Chair, Teresa Partain-Media Specialist, and Jennifer Ackett-Literacy Coach</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Lead Literacy Team meets monthly to analyze reading/writing data and to come to consensus on school-wide literacy needs, including professional development needs for the staff. The Lead Literacy Team is made up of school-wide representation and will act as literacy models for the rest of the instructional staff. The Lead Literacy Team conducts school-wide walkthroughs to identify school trends of strength and weakness, and decides upon appropriate steps (staff development, scheduling, resources) that would best address the areas of weakness observed.</p>
<p>What will be the major initiatives of the LLT this year? Major initiatives for the Lead Literacy Team this year will include: supporting the implementation of the CCSS school-wide, promoting reading and writing growth and successes throughout the school, implementing a motivational program through the Accelerated Reader Program, supporting the focus of writing across the curriculum, and coordinating a Family Literacy Night for Woodland families.</p>

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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**Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Woodland is the host of two Pre K Head Start Classrooms. The students in these two classrooms become acclimated to the rest of the K-5 setting by using the same car and bus loop each day for arrival and dismissal. The Pre K team is represented on the School Leadership Team with a Pre K Lead Teacher in attendance at each meeting. This liaison provides input into school plans for transition from Pre K to Kindergarten at the end of each year. The Pre K classrooms plan visits to Kindergarten classes, as well as the cafeteria and media center to help make the new transition a smooth one. Pre K parents are also invited and encouraged to participate in these transition activities.

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. *Teachers lack of familiarity with CCSS/grade level standards. *Teachers delivery of the core reading program lacks consistency and fidelity. *Teachers inconsistent delivery of EATS/EATERS lessons using the gradual release model. *Teachers lack of planning/analyzing the Summarizing portion of the EATS/EATERS lesson to adjust</p>	<p>1A.1. *Work with ESE and basic education teachers on intensive reading block cycles of 90 minutes to a possible 150 minutes of instruction using grade level and developmental level materials from the core reading program. *Professional development and coaching will be focused on the implementation of the Common Core Standards. *Teachers</p>	<p>1A.1. *Literacy Coach, Lead Literacy Team, Administration</p>	<p>1A.1. *Individual reading blocks and intervention/enrichment times were given to teachers to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are followed according to scheduled. Data Reviews, Weekly Team Planning Sessions, and Conferences will be conducted to ensure that students are making successful progress and to ensure that teachers are planning opportunities for growth.</p>	<p>1A.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series. *FCAT Reading Assessment 2013</p>		
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	instruction.	will deliver standards-based, EATS/ EATERS lessons with fidelity, using the I Do, We Do, You Do model.					
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students achieving proficiency (scoring a level 3) in grades 3, 4, and 5 is 22%. Therefore, we will increase the percentage of students achieving proficiency (scoring a level 3) by 3%.							
	Based on school level FCAT report: 96 out of 421 students tested (22%) scored a level 3.	Based on school level FCAT report: 105 out of 421 students tested will score a level 3.					

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	<p>IA.2. *Teachers lack understanding of how to plan with the end in mind and their lack of experience with "true" differentiation.</p> <p>*Teachers lack of planning/analyzing the Summarizing portion of the EATS/EATERS lesson to adjust instruction.</p> <p>*Teachers lack of experience with goal setting that is achievable and relevant to student growth.</p>	<p>IA.2. *Plan weekly data meetings for grade level teams to discuss data and to identify research-based interventions/enrichment opportunities to implement with students. Support Team members will provide support for these grade level based teams.</p> <p>*Teachers will use data to plan for differentiation/flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning.</p> <p>*Teachers/Students will use data for goal setting and monitoring.</p>	<p>IA.2. *Literacy Coach, Lead Literacy Team, and Administration</p>	<p>IA.2. *20-minute intervention/enrichment has been scheduled five days a week for each classroom teacher to ensure that time is set aside for intervention/enrichment. RtI data tools have been given to Support Team members assigned to each team. Monthly pacing checks will be conducted to ensure that teachers are staying on track with prioritized skills. Curriculum non-negotiables will be established to ensure that teachers are consistent with established best practices. Lesson plan formats will be produced for teachers use and will contain necessary components of effective lesson planning. Goal setting sheets have been created to use for student, teacher, and parent conferencing/monitoring.</p>	<p>IA.2. *Notes from data meetings will be collected and viewed by administration.</p> <p>*Pacing checklist</p> <p>*Lesson Plans</p> <p>*Parent/Teacher/Student conference notes and progress monitoring of set goals (Goal Folders).</p>	
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		1A.3.	1A.3.	1A.3.	1A.3.	1A.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		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1 *Lack of enrichment opportunities provided for students. *Lack of challenging material.</p>	<p>2A.1. *Identify proficient students who need to be enriched with "beyond" level materials. *Map out enrichment activities from the core reading program. *Plan EATS/EATERS lessons using the enrichment activities identified from the core reading program. *Provide a selected time to enrich identified proficient students.</p>	<p>2A.1. *Literacy Coach, Lead Literacy Team, and Administration</p>	<p>2A.1. *A guide providing the specific location for enrichment activities will be provided to teachers. *Individual reading blocks and intervention/enrichment times were given to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are followed according to scheduled. *Teachers will be given a specific lesson plan format containing all of the elements of an effective EATS/EATERS lesson that must be observed during the delivery of an enrichment lesson.</p>	<p>2A.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series. *FCAT Reading Assessment 2013 *Lesson Plans</p>		
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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of students above proficiency (scoring a level 4 or 5) in reading is 23%. Therefore, we will increase the percentage of students scoring level 4 or 5 by 3%.</p>							
	<p>Based on school level FCAT report: 99 out of 421 (23%) students tested scored a level 4 or 5.</p>	<p>Based on school level FCAT report: 109 out of 421 (26%) students tested will score a level 4 or 5.</p>					
		<p>2A.2. *Lack of knowledge with developing effective EATERS lessons.</p>	<p>2A.2. *Plan weekly data/planning/ coaching meetings for grade level teams to receive differentiated professional development in Extending and Refining lessons. *Create EATERS lessons focused around standards-based, critical elements of reading that connect with the core reading series.</p>	<p>2A.2. *Literacy Coach, Lead Literacy Team, and Administration</p>	<p>2A.2. *The master schedule has been developed and each grade level team has been scheduled to have an extended data/planning/coaching time each week. *A specific lesson plan format has been created and will be utilized by teachers to scaffold them with the elements of an EATERS lesson.</p>	<p>2A.2. *Notes from data/planning/coaching meetings will be collected and viewed by administration. *Lesson Plans will be monitored.</p>	

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		2A.3. *Disconnect between reading level, student interest, and the ability to monitor/think about critical reading elements.	2A.3. *Each student will be provided opportunities to be critical and creative problem solvers/thinkers, to have their curriculum modified and differentiated, to have independent reading/study opportunities, and to have the opportunity for self-selected products.	2A.3. *Literacy Coach, Lead Literacy Team, and Administration	2A.3. *Grade level teams will meet once a week for an extended time to allow for brainstorming and planning opportunities.	2A.3. *Monitoring of Lesson Plans *Notes from grade level data meetings will be collected and viewed by administration.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. *Lack of exposure/differentiation to grade level material consistently and with fidelity.</p>	<p>3A.1. *Refresh teachers on the components of the gradual release model and emphasize how to connect it with the components of a balanced, reading block.(From last year's PD) *Ensure that teachers know each of the components and their benefits that are incorporated in the reading series, and how the resource can help to reach the CCSS. *Work with</p>	<p>3A.1. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>3A.1. Individual reading blocks were given to teachers to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are followed according to scheduled.</p>	<p>3A.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series FCAT Reading Assessment 2013</p>		
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		all teachers intensive reading block cycles of 90 minutes to a possible 150 minutes of instruction using grade level and developmental level materials. Allow time in each schedule for intervention to accelerate reading development towards grade level standards.					
<u>Reading Goal #3A:</u> The percentage of students making learning gains in reading in grades 3, 4, and 5 will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Based on the school level FCAT report, 286 out of 421 (68%) students tested made a learning gain in reading.	Based on the school level FCAT report, 298 out of 421 (71%) students tested will make a learning gain in reading.					
		3A.2. *Lack of correlation between intervention/enrichment activities and student data.	3A.2. *Plan weekly data/planning meetings for grade level teams to discuss and to identify research based interventions/enrichment opportunities to implement with students. Support Team members will provide support for these grade level based teams. *Ongoing progress monitoring of student growth will be used to guide adjustment to intervention/flexible groupings so that all students receive instruction that effectively accelerates their reading growth ("Tier" of intervention approach.)	3A.2. Literacy Coach, Lead Literacy Team, and Administration	3A.2. 20 minute intervention/enrichment has been scheduled five days a week for each classroom teacher to ensure that time is set aside for intervention/enrichment. *Data will be monitored and tracked at these meetings using appropriate monitoring tools.	3A.2. Notes and monitoring tools from data/planning meetings will be collected and viewed by administration and the RtI team. Teacher Lesson plan tool for enrichment/intervention group will be turned in and monitored by the Literacy Coach and Administration.	

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		<p>3A.3. *Lack of exposure of extending/refining opportunities to build higher order thinking capacity.</p>	<p>3A.3. *Have teachers focus on delivering acquisition lessons with extending/refining opportunities during whole- and guided-group segments of the 90+ minute reading block using the gradual release model approach.</p> <p>*Provide teachers with professional development in the area of "best practices" and give them tools to implement extending/refining activities within the reading block. (Marzano's 41 indicators)</p>	<p>3A.3. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>3A.3. *Grade level teams will meet once a week to discuss curriculum and plan for extending/refining opportunities within the 90+ minute reading block.</p> <p>*Best Practices guidelines for the 2012-2013 school year state that extending/refining opportunities should be evidenced across the curriculum. (Marzano's 41 indicators)</p>	<p>3A.3. *Monitoring of Lesson Plans</p> <p>*Notes from grade level team meetings will be collected and viewed by administration.</p> <p>*Teacher Evaluations</p>	
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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		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. *Lack of awareness of who the lowest 25% of students are per classroom.</p>	<p>4A.1. *Plan weekly data meetings for grade level teams to identify the lowest 25% per class and to determine interventions to implement with students. Post/Track student data closely.</p> <p>*Work with ESE and basic education teachers on intensive reading block cycles of 90 minutes to a possible 150 minutes of instruction.</p> <p>*Assign interventio</p>	<p>4A.1. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>4A.1. *Support Team members will be assigned to assist grade levels with identification of lowest 25% students and will assist with designing a plan for intervention implementation with these students.</p> <p>*Individual reading blocks were given to teachers to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are followed according to schedule (with whole group, guided reading group, and literacy centers included in the 90 minutes).</p> <p>*20 minute intervention has been scheduled five days a week for each classroom teacher to ensure that time is set aside for intervention.</p>	<p>4A.1. *Notes from data meetings will be collected and viewed by administration.</p> <p>*Weekly check of lesson plans incorporating the CCS Standards with whole group concepts and skills.</p>		
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		n teachers/ support facilitation teachers to various grade levels/ESE classrooms to provide support for students and teachers.					
<u>Reading Goal #4A:</u> The percentage of students scoring in the lowest 25% making learning gains in reading on the 2013 FCAT will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the school level FCAT report, 73% of the students scoring in the lowest 25% made learning gains in reading.	Based on the school level FCAT report, 76% of the students scoring in the lowest 25% will make gains in reading.					

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		<p>4A.2. *Lack of student exposure and practice of grade level text and Literacy Analysis Standards.</p>	<p>4A.2. *Provide literacy professional development for all teachers on grade level Literacy Analysis standards and how it correlates to the skills from the whole group component of the core reading series.</p> <p>*Basic Teachers and ESE teachers will provide grade level instruction to all students and differentiate the delivery of grade level standards during flexible, guided groups to assist with the development towards grade level standards.</p>	<p>4A.2. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>4A.2. *Reading blocks have been scheduled according to a balanced reading framework: whole group, guided reading group, and literacy centers.</p> <p>*Every classroom teacher has the grade level resources available to utilize during the reading block.</p>	<p>4A.2. *Monitoring of lesson plans w/ focus on the grade level, whole group, and guided reading group segments.</p>	
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		<p>4A.3. *Lack of student participation in appropriate guided-reading and/or intervention group.</p>	<p>4A.3. *Plan weekly data meetings for grade level teams to discuss data and to identify research-based interventions/enrichment opportunities to implement with students. At these meetings, teachers will discuss placement of students in guided reading and intervention groups.</p> <p>*Ongoing progress monitoring of student growth will be used to guide adjustments to intervention/guided reading groups so that all students receive instruction that effectively accelerates their reading growth ("Tier of intervention.")</p>	<p>4A.3. Literacy Coach and Administration</p>	<p>4A.3. *Individual reading blocks were given to teachers to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are followed according to scheduled.</p> <p>*Teachers must document guided reading groups and intervention/enrichment groups in their lesson plans using a form generated by the Literacy Coach.</p>	<p>4A.3. Monitoring lesson plans and grouping forms submitted to administration.</p> <p>*Notes from data/planning meetings will be collected and viewed by administration.</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>5A. In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 According to the 2010-2011 school level FCAT report, 72% of students scored a level 3 or higher in reading.</p>	<p>By the 2010-2011 school year, the percentage of students scoring a level 1 or 2 in reading will decrease 3%. 75% of students will score a level 3 or higher in reading.</p>	<p>By the 2012-2013 school year, the percentage of students scoring a level 1 or 2 in reading will decrease 2%. 77% of students will score a level 3 or higher in reading.</p>	<p>By the 2013-2014 school year, the percentage of students scoring a level 1 or 2 in reading will decrease 2%. 79% of students will score a level 3 or higher in reading.</p>	<p>By the 2014-2015 school year, the percentage of students scoring a level 1 or 2 in reading will decrease 2%. 81% of students will score a level 3 or higher in reading.</p>	<p>By the 2015-2016 school year, the percentage of students scoring a level 1 or 2 in reading will decrease 2%. 83% of students will score a level 3 or higher in reading.</p>	<p>By the 2016-2017 school year, the percentage of students scoring a level 1 or 2 in reading will decrease 3%. 86% of students will score a level 3 or higher in reading.</p>
<p><u>Reading Goal #5A:</u> By 2016-2017, the percentage of students scoring a level 3 or higher will increase to 86%.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1 Lack of exposure/ differentiation to grade level material consistently and with fidelity.</p>	<p>5B.1. Train teachers on the components of the gradual release model and emphasize how to connect it with the components of a balanced reading block.</p> <p>*Ensure that teachers know each of the components and their benefits that are incorporated in the reading series.</p> <p>*Work with all teachers to schedule intensive reading block cycles of 90 minutes to a possible 150 minutes of instruction using grade level and developmental level materials. Allow time in each schedule for intervention to accelerate reading development towards grade level standards.</p>	<p>5B.1. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5B.1. Individual reading blocks were given to teachers to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are followed according to scheduled.</p>	<p>5B.1. FAIR Assessments</p> <p>*Weekly/Unit assessments from the core reading series</p> <p>FCAT Reading Assessment 2013</p>		
<p>Reading Goal #5B: The percentage of white and Hispanic students scoring a level 3 or higher on the reading FCAT will increase by 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	The percentage of white students scoring a level 3 or higher on the 2012 reading FCAT was 50% and the percentage of Hispanic students scoring a Level 3 or higher on the 2012 reading FCAT was 43%.	The percentage of white students who will score a level 3 or higher on the 2013 reading FCAT will be 53% and the percentage of Hispanic students scoring a level 3 or higher on the reading FCAT will be 46%.					
		5B.2. Lack of correlation between intervention/enrichment activities and student data.	5B.2. Plan weekly data/planning meetings for grade level teams to discuss and to identify research based interventions/enrichment opportunities to implement with students. Support Team members will provide support for these grade level based teams. *Ongoing progress monitoring of student growth will be used to guide adjustment to intervention/flexible groupings so that all students receive instruction that effectively accelerates their reading growth ("Tier" of intervention approach).	5B.2. Literacy Coach, Lead Literacy Team, and Administration	5B.2. 20-minute intervention/enrichment has been scheduled four days a week for each classroom teacher to ensure that time is set aside for intervention/enrichment. RtI data tools have been given to Support Team members assigned to each team.	5B.2. Notes from data meetings will be collected and viewed by administration.	

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		<p>5B.3. Lack of exposure of extending/refining opportunities to build higher order thinking capacity.</p>	<p>5B.3. Have teachers focus on delivering acquisition lessons with extending/refining opportunities during whole- and guided-group segments of the 90+ minute reading block using the gradual release model approach.</p> <p>*Provide teachers with professional development in the area of "best practices" and give them tools to implement extending/refining activities within the reading block.</p>	<p>5B.3. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5B.3. Grade level teams will meet once a week to discuss curriculum and plan for extending/refining opportunities within the 90+ minute reading block.</p> <p>*Best Practices guidelines for the 2012-2013 school year state that extending/refining opportunities should be evidenced across the curriculum.</p>	<p>5B.3. Monitoring of Lesson Plans</p> <p>*Notes from grade level team meetings will be collected and viewed by administration.</p>	
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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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Lack of exposure/differentiation to grade level material consistently and with fidelity.</p>	<p>5D.1. Train teachers on the components of the gradual release model and emphasize how to connect it with the components of a balanced, reading block.</p> <p>*Ensure that teachers know each of the components and their benefits that are incorporated in the reading series.</p> <p>*Work with all teachers to schedule intensive reading block cycles of 90</p>	<p>5D.1. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5D.1. Individual reading blocks were given to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are following according to scheduled.</p> <p>*Teachers must highlight in lesson plans vocabulary and background development taught across the curriculum.</p>	<p>5D.1. FAIR Assessments</p> <p>*Weekly/Unit assessments from the core reading series</p> <p>FCAT Reading Assessment 2013</p>		
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		minutes to a possible 150 minutes of instruction using grade level and developmental level materials. Allow time in each schedule for intervention to accelerate reading development towards grade level standards.					
<u>Reading Goal #5D:</u> The percentage of students with disabilities who score a level 3 or higher on the reading FCAT will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	The percentage of students with disabilities who scored a level 3 or higher on the 2012 reading FCAT was 11%.	The percentage of students with disabilities who scored a level 3 or higher on the 2013 reading FCAT will be 14%.					
		5D.2. Lack of correlation between interventions/enrichment activities and student data.	5D.2. Plan weekly data/planning meetings for grade level teams to discuss and to identify research based interventions/enrichment opportunities to implement with students. Support Team members will provide support for these grade level based teams. *Ongoing progress monitoring of student growth will be used to guide adjustment to intervention/flexible groupings so that all students receive instruction that effectively accelerates their reading growth ("Tier" of intervention approach.)	5D.2. Literacy Coach, Lead Literacy Team, and Administration	5D.2. 20-minute intervention/enrichment has been scheduled four days a week for each classroom teacher to ensure that time is set aside for intervention/enrichment. *Data will be monitored and tracked at these meetings using appropriate monitoring tools. (Focus will be on vocabulary and background knowledge type data and intervention correlation.)	5D.2. Notes and monitoring tools from data meetings will be collected and viewed by administration and the RtI team. *Teacher lesson plan tool for enrichment/intervention group will be turned in and monitored by the Literacy Coach and Administration. Focus on vocabulary and background knowledge will be initiated.	

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		<p>5D.3. Lack of exposure to extending/refining opportunities to build higher order thinking capacity.</p>	<p>5D.3. Have teachers focus on delivering acquisition lessons with extending/refining opportunities during whole- and guided-group segments of the 90+ minute reading block using the gradual release model approach.</p> <p>*Provide teachers with professional development in the area of "best practices" and give them tools to implement extending/refining activities within the reading block.</p>	<p>5D.3. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5D.3. Grade level teams will meet once a week to discuss curriculum and to plan for extending/refining opportunities within the 90+ minute reading block.</p> <p>*Best Practices guidelines for the 2012-2013 school year state that extending/refining opportunities should be evidenced across the curriculum and vocabulary development is prioritized.</p>	<p>5D.3. Monitoring of Lesson Plans</p> <p>*Notes from grade level team meetings will be collected and viewed by administration. <small>viewed by administration.</small></p>	
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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		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Lack of exposure/differentiation to grade level material consistently and with fidelity.</p>	<p>5E.1. Train teachers on the components of the gradual release model and emphasize how to connect it with the components of a balanced, reading block.</p> <p>*Ensure that teachers know each of the components and their benefits that are incorporated in the reading series.</p> <p>*Work with all teachers to schedule intensive reading block cycles of 90 minutes to a possible 150 minutes of instruction</p>	<p>5E.1. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5E.1. Individual reading blocks were given to ensure that time is set aside for daily, uninterrupted reading instruction and classroom visits will be conducted to ensure that the reading schedules are following according to scheduled.</p> <p>*Teachers must highlight in lesson plans vocabulary and background development taught across the curriculum</p>	<p>5E.1. FAIR Assessments</p> <p>*Weekly/Unit assessments from the core reading series</p> <p>FCAT Reading Assessment 2013</p>		
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		using grade level and developmental level materials. Allow time in each schedule for intervention to accelerate reading development towards grade level standards.					
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of economically disadvantaged students who score a level 3 or higher on the reading FCAT will increase by 3%.							
	The percentage of economically disadvantaged students who scored a level 3 or higher on the 2012 reading FCAT was 43%.	The percentage of economically disadvantaged students who will score a level 3 or higher on the 2013 reading FCAT will be 46%.					

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		<p>5E.2. Lack of correlation between interventions/enrichment activities and student data.</p>	<p>5E.2. Plan weekly data/ planning meetings for grade level teams to discuss and to identify research based interventions/enrichment opportunities to implement with students. Support Team members will provide support for these grade level based teams.</p> <p>*Ongoing progress monitoring of student growth will be used to guide adjustment to intervention/ flexible groupings so that all students receive instruction that effectively accelerates their reading growth ("Tier" of intervention approach.)</p> <p>*Vocabulary and background knowledge based interventions will be highlighted and discussed at various meetings.</p>	<p>5E.2. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5E.2. 20-minute intervention/ enrichment has been scheduled four days a week for each classroom teacher to ensure that time is set aside for intervention/ enrichment.</p> <p>*Data will be monitored and tracked at these meetings using appropriate monitoring tools. (Focus will be on vocabulary and background knowledge type data and intervention correlation.)</p>	<p>5E.2. Notes and monitoring tools from data meetings will be collected and viewed by administration and the RtI team.</p> <p>*Teacher lesson plan tool for enrichment/ intervention group will be turned in and monitored by the Literacy Coach and Admin. Focus on vocabulary and background knowledge will be initiated.</p>	
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		<p>5E.3. Lack of exposure to extending/refining opportunities to build higher order thinking capacity.</p>	<p>5E.3. Have teachers focus on delivering acquisition lessons with extending/refining opportunities during whole- and guided-group segments of the 90+ minute reading block. Focus on vocabulary and background development will be integrated into the reading/intervention block.</p> <p>*Provide teachers with professional development in the area of "best practices" and give them tools to implement extending/refining activities within the reading block. Focus on vocabulary integration will be established as a priority.</p>	<p>5E.3. Literacy Coach, Lead Literacy Team, and Administration</p>	<p>5E.3. Grade level teams will meet once a week to discuss curriculum and to plan for extending/refining opportunities within the 90+ minute reading block.</p> <p>*Best Practices guidelines for the 2012-2013 school year state that extending/refining opportunities should be evidenced across the curriculum and vocabulary development is prioritized.</p>	<p>5E.3. Monitoring of Lesson Plans</p> <p>*Notes from grade level team meetings will be collected and viewed by administration.</p>	
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Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD</p>						
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Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K - 5	Jennifer Ackett, Literacy Coach	School-wide (instructional)	Weekly, before school	Follow up coaching and support provided during “chunk planning time” weekly	Literacy Coach

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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
Florida Ready Practice Materials (3-5)	CCSS Support & Practice for each child (grades 3 – 5)	Title I Funds	\$5,043.63
Stevenson	Language Support for S/L Students	Textbook Funds	\$798.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader Computer Program	Reading Comprehension & Motivation	Title I Funds	\$4,800.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Binders for Training Materials	Binders will be used to house and organize CCSS Training Materials	Title I Funds	\$152.57
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$10,793.57			

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	
1. Students scoring proficient in listening/speaking.	1.1. Lack of understanding/exposure to the instructional language.	1.1. Students will work on the Imagine Learning software at a scheduled time in the computer lab. Students will have access to additional instructional vocabulary practice and listening/speaking opportunities.	1.1. ESOL Resource Teacher, Classroom Teachers, Administration	1.1. Increased student achievement on assessments	1.1. Monitoring lesson plans CELLA (Listening, Speaking, Reading, and Writing)	
CELLA Goal #1: The percentage of students scoring in the proficient level in listening/speaking will increase by 3%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	According to the school level CELLA report, 54% (25 students) were proficient in listening/speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Lack of understanding/exposure to the instructional language.	2.1. Students will work on the Imagine Learning software at a scheduled time in the computer lab. Students will have access to additional instructional vocabulary practice and listening/speaking opportunities.	2.1. ESOL Resource Teacher, Classroom Teachers, Administration	2.1. Increased student achievement on assessments.	2.1. Monitoring lesson plans MMH Unit Assessments FAIR Running Records CELLA (Listening, Speaking, Reading, and Writing)	
CELLA Goal #2: The percentage of students scoring in the proficient level in reading will increase by 3%.	2012 Current Percent of Students Proficient in Reading:					
	According to the school level CELLA report, 17% (8 students) were proficient in reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.

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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	
3. Students scoring proficient in writing.	3.1. Lack of opportunities to practice writing skills during the day.	3.1. Students will have access to additional direct instruction and writing practice opportunities. Teachers will use best practices in order to allow students to have opportunities to practice writing skills in the classroom.	3.1. ESOL Resource Teacher, Classroom Teachers, Administration	3.1. Increased student achievement on writing assessments	3.1. Monitoring lesson plans CELLA (Listening, Speaking, Reading, and Writing)	
CELLA Goal #3: The percentage of students scoring in the proficient level in writing will increase by 3%.	2012 Current Percent of Students Proficient in Writing :					
	According to the school level CELLA report, 17% (25 students) were proficient in writing.					
		3.2.	3.2.	3.2.	3.2.	3.2.

CELLA Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
0			

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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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		
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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Teachers lack of ability to prioritize content from the newly adopted math series.</p>	<p>1A.1. Teachers will continue to participate in staff development focused on the adopted math curriculum, its pacing and the implementation of the Common Core Standards.</p> <p>*Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p> <p>*Teachers will utilize pacing guide, provided by the Math Resource Teacher,</p>	<p>1A.1. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>1A.1. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment.</p> <p>*Extended planning time has been set aside one day a week for teachers to plan for math using student data that is current and precise.</p> <p>*Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>1A.1 *CORE K-12 Assessments</p> <p>*Lesson Plans</p> <p>*Post Test Results</p> <p>*FCAT Math Assessment 2013</p> <p>*Grade Level action plan for students with gaps in their mastery/exposure to math concepts.</p>		
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		<p>to assist in the appropriate implementation of the new math curriculum.</p> <p>*Grade Levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year.</p>					
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<u>Mathematics</u> <u>Goal #1A: The</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
percentage of students achieving proficiency (scoring a level 3) in grades 3, 4, and 5 is 33%. Therefore, we will increase the percentage of students achieving proficiency (scoring a level 3) by 3%.							
	Based on school level FCAT report: 96 out of 421 students tested (33%) scored a level 3.	Based on school level FCAT report: 151 out of 421 students tested (36%) scored a level 3.					

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		<p>1A.2. Students lack opportunities to "dig deeper" into the math standards.</p>	<p>1A.2. Teachers will continue to participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards / CCSS. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p>	<p>1.A.2 Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>1A.2. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>1A.2. *CORE K-12 Assessments *Lesson Plans *Post Test Results *FCAT Math Assessment 2013</p>	
		<p>1A.3. *Teachers lack strategies and skills for differentiating instruction based on the needs of students.</p>	<p>1A.3. *Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.</p>	<p>1A.3. *Math Coach, Math Committee, and Administration</p>	<p>1A.3. *Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)</p>	<p>1A.3. *Sign in sheets from math professional development opportunities. *Lesson Plans *Teacher Evaluations *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013</p>	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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June 2012

Rule 6A-1.099811

Revised April 29, 2011

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in need of improvement for the following group:							
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. *Teachers lack of ability to prioritize content from the math series. *Teachers lack of knowledge of the CCSS.</p>	<p>2A.1. *Teachers will continue to participate in staff development focused on the appropriate use of the math curriculum and the implementation of the CCSS. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans. *Teachers will utilize pacing guide, provided by the Math Resource Teacher, to assist in the</p>	<p>2A.1. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>2A.1. *Grade Level teams will meet once a week to discuss student data and brainstorm possible activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in teams and three times per year at official "Wrangler Review" sessions.</p>	<p>2A.1 *CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013</p>		
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	<p>appropriate implementation of the new math curriculum.</p> <p>*Teachers will use the time built into their weekly schedules to hold "enrichment" math groups for students who need learning extensions to further excel their math growth.</p>					
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Mathematics Goal	2012 Current	2013 Expected					
#2A: The percentage	Level of	Level of					
of students above	Performance:*	Performance:*					
proficiency (scoring a level 4 or 5) in math is 17%. Therefore, we will increase the percentage of students scoring level 4 or 5 by 3%.							
	Based on school level FCAT report: 73 out of 421 (17%) students tested scored a level 4 or 5.	Based on school level FCAT report: 84 out of 421 (20%) students tested will score a level 4 or 5.					

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		<p>2A.2. *Students lack opportunities to "dig deeper" into the math standards.</p>	<p>2A.2. *Teachers will continue to participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards.</p> <p>*Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p> <p>*Teachers will use the time built into their weekly schedules to hold "enrichment" math groups for students who need learning extensions to further excel their math growth.</p>	<p>2A.2. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>2A.2. *Grade Level teams will meet once a week to discuss student data and brainstorm possible activities to assist with intervention/enrichment.</p> <p>*Students' progress will be monitored weekly in teams and three times per year at official "Wrangler Review" sessions.</p>	<p>2A.2. *CORE K-12 Assessments</p> <p>*Post Test Result</p> <p>*Lesson Plans</p> <p>*FCAT Math Assessment 2013</p>	
		<p>2A.3. Teachers lack strategies and skills for differentiating instruction based on the needs of students.</p>	<p>2A.3. Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.</p>	<p>2A.3. Math Coach, Math Committee, and Administration</p>	<p>2A.3. Walk-Throughs will take place in order to observe differentiation in the classroom.</p> <p>*Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)</p>	<p>2A.3. Sign in sheets from math professional development opportunities.</p> <p>*Lesson Plans</p> <p>*Go Math! Assessments and Core K12 Assessments.</p> <p>*FCAT Math Assessment 2013</p>	

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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		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Teachers lack of ability to prioritize content from the math series, keeping in mind the correct implementation of the Common Core Standards (CCSS).</p>	<p>3A.1. *Teachers will participate in staff development focused on the appropriate use of math curriculum in regards to smart pacing and the implementation of the CCSS.</p> <p>*Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p> <p>*Teachers will utilize pacing guide, provided by the Math Resource Teacher,</p>	<p>3A.1. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>3A.1. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment.</p> <p>*Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>3A.1. *CORE K-12 Assessments</p> <p>*Post Test Results</p> <p>*Lesson Plans</p> <p>*FCAT Math Assessment 2013</p>		
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		to assist in the appropriate implementation of the new math curriculum.					
<u>Mathematics Goal #3A:</u> The percentage of students making learning gains in math will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	According to the school level FCAT report 303 out of the 421 students (72%) tested made learning gains in math.	According to the school level FCAT report 75% of the students tested will make learning gains in math.					

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		<p>3A.2. *Students lack opportunities to "dig deeper" into the math standards (NGSSS & CCSS).</p>	<p>3A.2. *Teachers will participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards and Common Core Standards. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p>	<p>3A.2. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>3A.2. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>3A.2. *CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013</p>	
		<p>3A.3. *Teachers lack strategies and skills for differentiating instruction based on the needs of students.</p>	<p>3A.3. *Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.</p>	<p>3A.3. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>3A.3. *Walk-Throughs will take place in order to observe differentiation in the classroom. *Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)</p>	<p>3A.3. *Sign in sheets from math professional development opportunities. *Lesson Plans *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013</p>	

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		3.A.4. *Instru ctional decisions are made using irrelevant data.	3.A.4. Ongoing progress monitoring will be used to guide adjustment to math instruction so that all students receive instruction that effectively accelerates math growth.	3.A.4. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	3.A.4. *Teachers have pre- and post- spreadsheets available to analyze data. *Grade books/ Spreadsheets are provided with quarterly math skills designated. *3 "Wrangler Review" sessions are scheduled for the 2012-2013 school year.	3.A.4. *Data/Planning notes monitored by administration. *Lesson plans: Guided Math groupings highlighted. (using pre tests results to plan efficiently)	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. *Teachers lack of ability to prioritize content from the math series in regards to efficient pacing and the implementation of the CCSS.</p>	<p>4A.1. *Teachers will participate in staff development focused on the appropriate use of the math curriculum (pacing and CCSS). *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans. *Teachers will utilize pacing guide, provided by the Math Resource Teacher, to assist in the appropriate implementation of the new math curriculum.</p>	<p>4A.1. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>4A.1. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>4A.1. *CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013</p>		
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		<p>*Students in the lowest quartile will be identified and all instructional staff members, working with these students, will be made aware of their academic status.</p> <p>*Teachers will utilize the time provided in their weekly schedules to provide remediation & interventions to students in need of additional math support.</p>					
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<u>Mathematics Goal</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
#4A: The percentage of students scoring in the lowest 25% making learning gains in math on the 2013 FCAT will increase by 3%.							
	Based on the school level FCAT report, 74% of the students scoring in the lowest 25% made learning gains in math.	Based on the school level FCAT report, 77% of the students scoring in the lowest 25% made learning gains in math.					

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		<p>4A.2. *Students lack opportunities to "dig deeper" into the math standards (NGSSS & CCSS).</p>	<p>4A.2. *Teachers will participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards and Common Core Standards.</p> <p>*Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p> <p>*Students in the lowest quartile will be identified and all instructional staff members, working with these students, will be made aware of their academic status.</p> <p>*Teachers will utilize the time provided in their weekly schedules to provide remediation & interventions to students in need of additional math support.</p>	<p>4A.2. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>4A.2. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment.</p> <p>*Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>4A.2. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment.</p> <p>*Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	
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		4A.3. *Teachers lack strategies and skills for differentiating instruction based on the needs of students.	4A.3. *Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.	4A.3. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	4A.3. *Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)	4A.3. *Sign in sheets from math professional development opportunities. *Teacher Evaluations *Lesson Plans *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013	
		4.A.4. *Instructional decisions are made using irrelevant data.	4.A.4. Ongoing progress monitoring will be used to guide adjustment to math instruction so that all students receive instruction that effectively accelerates math growth.	4.A.4. *Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	4.A.4. *Teachers have pre- and post-spreadsheets available to analyze data. *Grade books are provided with quarterly math skills designated. *3 "Wrangler Review" sessions are scheduled for the 2012-2013 school year.	4.A.4. *Data/Planning notes monitored by administration. *Lesson plans: Guided Math groupings highlighted.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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<p>5A. In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 According to the 2010-2011 school level FCAT report, 68% of students scored a level 3 or higher in math.</p>	<p>By the 2011-2012 school year, the percentage of students scoring a level 1 or 2 in math will decrease 3%. 71% of students will score a level 3 or higher in math.</p>	<p>By the 2012-2013 school year, the percentage of students scoring a level 1 or 2 in math will decrease 3%. 74% of students will score a level 3 or higher in math.</p>	<p>By the 2013-2014 school year, the percentage of students scoring a level 1 or 2 in math will decrease 3%. 77% of students will score a level 3 or higher in math.</p>	<p>By the 2014-2015 school year, the percentage of students scoring a level 1 or 2 in math will decrease 3%. 80% of students will score a level 3 or higher in math.</p>	<p>By the 2015-2016 school year, the percentage of students scoring a level 1 or 2 in math will decrease 3%. 83% of students will score a level 3 or higher in math.</p>	<p>By the 2016-2017 school year, the percentage of students scoring a level 1 or 2 in math will decrease 1%. 84% of students will score a level 3 or higher in math.</p>
<p><u>Mathematics Goal #5A:</u> By 2016-2017, the percentage of students scoring a level 3 or higher in math will increase to 84%.</p>							
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. Teachers lack of ability to prioritize content from the math series.</p>	<p>5B.1. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.</p> <p>*Teachers will utilize pacing guide, provided by the Math Resource Teacher, to assist in the appropriate implementation of the new math curriculum.</p> <p>*Students in the lowest quartile will be identified and all instructional staff members, working with these students, will be made aware of their academic status.</p> <p>*Teachers will utilize the time provided in their weekly schedules to provide remediation & interventions to students in need of additional math support.</p>	<p>5B.1. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>5B.1. Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment.</p> <p>*Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>5B.1. CORE K-12 Assessments</p> <p>*Post Test Results</p> <p>*Lesson Plans</p> <p>*FCAT Math Assessment 2013</p>		
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Mathematics Goal #5B:	2012 el of Performance:*	2013 Performance:*					
The percentage of White and Hispanic students who score a level 3 or higher on the math FCAT will increase by 3%.							
	The percentage of white students who scored a level 3 or higher on the 2012 math FCAT was 54%. The percentage of Hispanic students who scored a level 3 or higher on the 2012 math FCAT was 52%.	The percentage of white students who will score a level 3 or higher on the 2013 math FCAT will be 57%. The percentage of Hispanic students who will score a level 3 or higher on the 2013 math FCAT will be 55%.					
		5B.2. Students lack opportunities to "dig deeper" into the math standards.	5B.2. Teachers will participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.	5B.2. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	5B.2. Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.	5B.2. CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013	

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		5B.3. Teachers lack strategies and skills for differentiating instruction based on the needs of students.	5B.3. Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.	5B.3. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	5B.3. Walk-Throughs will take place in order to observe differentiation in the classroom. *Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)	5B.3. Walk-Throughs *Lesson Plans *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013	
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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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Teachers lack of ability to prioritize content from the math series.</p>	<p>5D.1. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans. *Teachers will utilize pacing guide, provided by the Math Resource Teacher, to assist in the appropriate implementation of the new math curriculum. *Students in the lowest quartile will be identified and all instructional staff members, working</p>	<p>5D.1. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>5D.1. Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>5D.1. CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013</p>		
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		<p>with these students, will be made aware of their academic status.</p> <p>*Teachers will utilize the time provided in their weekly schedules to provide remediation & interventions to students in need of additional math support.</p>					
<p><u>Mathematics Goal #5D:</u> The percentage of students with disabilities who score a level 3 or higher on the math FCAT will increase by 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	The percentage of students with disabilities who scored a level 3 or higher on the 2012 math FCAT was 22%.	The percentage of students with disabilities who will score a level 3 or higher on the 2013 math FCAT will be 25%.					
		5D.2. Students lack opportunities to "dig deeper" into the math standards.	5D.2. Teachers will participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.	5D.2. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	5D.2. Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.	5D.2. CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013	
		5D.3. Teachers lack strategies and skills for differentiating instruction based on the needs of students.	5D.3. Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.	5D.3. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	5D.3. Walk-Throughs will take place in order to observe differentiation in the classroom. *Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)	5D.3. Walk-Throughs *Lesson Plans *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013	

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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		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Teachers lack of ability to prioritize content from the math series.</p>	<p>5E.1. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans. *Teachers will utilize pacing guide, provided by the Math Resource Teacher, to assist in the appropriate implementation of the new math curriculum. *Students in the lowest quartile will be identified and all instructional staff members, working</p>	<p>5E.1. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration</p>	<p>5E.1. Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>5E.1. CORE K-12 Assessments *Post Test Results *Lesson Plans *FCAT Math Assessment 2013</p>		
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		<p>with these students, will be made aware of their academic status.</p> <p>*Teachers will utilize the time provided in their weekly schedules to provide remediation & interventions to students in need of additional math support.</p>					
<p><u>Mathematics Goal #5E:</u></p> <p>The percentage of economically disadvantaged students scoring a level 3 or higher on the math FCAT will increase by 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	The percentage of economically disadvantaged students who scored a level 3 or higher on the 2012 math FCAT was 48%.	The percentage of economically disadvantaged students who will score a level 3 or higher on the 2013 math FCAT will be 51%.					
		5E.2. Students lack opportunities to "dig deeper" into the math standards.	5E.2. Teachers will participate in staff development focused on the "depth of knowledge" found in the Next Generation Sunshine State Standards. *Teachers will incorporate Extending & Refining (Critical Thinking) activities into their math lesson plans.	5E.2. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	5E.2. Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.	5E.2. Walk-Throughs *Lesson Plans *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013	
		5E.3. Teachers lack strategies and skills for differentiating instruction based on the needs of students.	5E.3. Professional development will be offered on the implementation of guided math groups and math centers to assist with differentiated instruction.	5E.3. Math Resource Teacher, Math Motivator Committee, Grade Level Chairpersons, and Administration	5E.3. Walk-Throughs will take place in order to observe differentiation in the classroom. *Lesson plans have been devised with key segments of a balanced math program (whole group, guided math groups, and math centers.)	5E.3. Walk-Throughs *Lesson Plans *Go Math! Assessments and Core K12 Assessments. *FCAT Math 2013	

End of Elementary School Mathematics Goals

Mathematics Professional Development

<p>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.</p>						
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
Analyzing Math Data For Planning & Instruction	K – 5	Math Resource Teacher, Terri Richards	Classroom Teachers (K-5)	Several times each quarter during weekly “Chunk Planning” time	Support in using current data for planning and instruction	Math Resource Teacher, Terri Richards

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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
Math Warm Ups (3-5)	Review & Preview Materials to use in all intermediate classrooms	Title I Funds	\$1,305.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Timez Attack Computer Software	Engaging game to learn & practice basic math facts	Title I Funds	\$2,250.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$3,555.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. *Teacher's lack of comfort with the correlation of the newly adopted science materials with the current "depth of knowledge" found in the Next Generation Sunshine State Science Standards (CCSS to come in December 2012).</p>	<p>1A.1. *Staff Development will be provided on the adopted Science Fusion curriculum. *Teachers will focus on using data to drive instruction and motivating students through hands on learning. *Primary Teachers will sign up for science lab once per month. Intermediate teachers will co-teach with Science Resource Teacher in science lab once per week. *Continue</p>	<p>1A.1. Science Chairperson/ Intervention Teacher, Science Motivator Committee and Administration</p>	<p>1A.1. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment and instruction. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>1A.1. *CORE K-12 Assessments *Lesson Plans *FCAT Science Assessment 2013</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		with the implementation of the EATERS lessons in the area of science (Critical Thinking) skills and activities to go deeper into the science standards/skills.					
<p>Science Goal #1A:</p> <p>The percentage of students achieving proficiency (scoring a Level 3) in Science is 26%. Therefore, we will increase the percentage of students scoring a level 3 by 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>The percentage of 5th grade students scoring a level 3 on the 2012 FCAT was 26%.</p>	<p>The percentage of 5th grade students scoring a level 3 on the 2013 FCAT will increase to 29%.</p>					
		<p>1A.2. *Students are not explicitly taught key science vocabulary</p>	<p>1A.2. *Staff Development will be provided on the newly adopted Science Fusion series and grade level teams will map out vocabulary activities for direct instruction purposes. *Ongoing progress monitoring of vocabulary will take place and adjustments will be made to the delivery of science vocabulary instruction.</p>	<p>1A.2 Science Chairperson/ Intervention Teacher, Science Motivator Committee, and Administration</p>	<p>1A.2. *Lesson plan formats will be provided with direct instruction of key vocabulary. *Training will be available on the newly adopted science series.</p>	<p>1A.2. *Lesson Plans *Minutes from grade level data/planning meetings. *Sign in sheets from science training. *FCAT Science Assessment 2013.</p>	

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		<p>IA.3. *Students are not provided assessment prompts and appropriate summarizing strategies.</p>	<p>IA.3. *Staff Development will be provided on the newly adopted Science Fusion series. *Grade level teams will highlight points in lessons for assessment prompts and select appropriate summarizing strategies. *Ongoing progress monitoring of science content/assessments will take place and adjustments will be made to the delivery of science instruction.</p>	<p>IA.3. Science Chairperson/ Intervention Teacher, Science Motivator Committee, Administration</p>	<p>IA.3. *Lesson plan formats will have an area for assessment prompts and summarizing strategies. *Training will be available on the newly adopted science series. *Extended planning time has been scheduled for each team on a weekly basis.</p>	<p>IA.3. *Lesson Plans *Minutes from grade level data/planning meetings. *Sign in sheets from science training. *FCAT Science Assessment 2013.</p>	
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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		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. *Teacher's lack of comfort with the correlation of the adopted science materials with the current "depth of knowledge" found in the Next Generation Sunshine State Science Standards (CCSS coming in December 2012).</p>	<p>2A.1. *Staff Development will be provided on the adopted Science Fusion. *Teachers will focus on using data to drive instruction and motivating students through hands on learning. *Teachers will work with Science Intervention Teacher to conduct hands-on activities in the science lab. *Continue with the implementation of the EATERS lessons in the area of</p>	<p>2A.1. Science Chair/ Science Intervention Teacher, Science Motivator Committee and Administration</p>	<p>2A.1. *Grade Level teams will meet once a week to analyze student data and to determine activities to assist with intervention/enrichment and instruction. *Students' progress will be monitored weekly in grade level team meetings and three times per year at official "Wrangler Review" sessions.</p>	<p>2A.1. *CORE K-12 Assessments *Lesson Plans *FCAT Science Assessment 2013 *Teacher Evaluation System</p>		
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		science (Critical Thinking) skills and activities to go deeper into the science standards/ skills.					
<u>Science Goal #2A:</u> The percentage of 5 th grade students scoring a level 4 or 5 on the 2013 FCAT will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Based on the school level FCAT report, 7 out of 145 (4%) students tested scored a level 4 or 5.	Based on the school level FCAT report, 10 out of 145 (7%) students tested will score level 4 or 5.					

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		<p>2A.2. *Students are not explicitly taught key science vocabulary</p>	<p>2A.2. *Staff Development will be provided on the Science Fusion series and grade level teams will map out vocabulary activities for direct instruction purposes.</p> <p>*Ongoing progress monitoring of vocabulary will take place and adjustments will be made to the delivery of science vocabulary instruction.</p>	<p>2A.2. *Science Chairperson, Science Motivator Committee, and Administration.</p>	<p>2A.2. *Lesson plan formats will be provided with direct instruction of key vocabulary.</p> <p>*Training will be available on the adopted science series.</p> <p>*Lesson Plans</p> <p>*Grade level teams will meet weekly to discuss data and to plan for science acceleration.</p>	<p>2A.2. *Lesson Plans</p> <p>*Minutes from grade level data/planning meetings.</p> <p>*Sign in sheets from science training.</p> <p>*Teacher Evaluation System</p> <p>*FCAT Science Assessment 2013</p>	
		<p>2A.3. *Students are not provided assessment prompts and appropriate summarizing strategies.</p>	<p>2A.3. *Staff Development will be provided on the Science Fusion series.</p> <p>*Ongoing progress monitoring of science content/assessments will take place and adjustments will be made to the delivery of science instruction.</p>	<p>2A.3. *Science Chairperson/Intervention Teacher, Science Motivator Committee, Administration</p>	<p>2A.3. *Lesson plan formats will have an area for assessment prompts and summarizing strategies.</p> <p>*Training will be available on the newly adopted science series.</p> <p>*Extended planning time has been scheduled for each team on a weekly basis.</p>	<p>2A.3. *Lesson Plans</p> <p>*Minutes from grade level data/planning meetings.</p> <p>*Sign in sheets from science training.</p> <p>*FCAT Science Assessment 2013.</p>	

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Curriculum (FUSION)	K-5	District Trainer / AP	Classroom Teachers & ESE Teachers	Once per quarter	Follow up provided in Science Lab by Science Intervention Teacher	Science Intervention Teacher / Administration / Team Leaders & Grade Chairs

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
Lab Materials	Consumable & Non Consumable Science Materials that allow for multiple hands on activities for each student in a lab setting.	District Science Funds & Title I Funds	\$4,000.00
Subtotal:			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Strategy			
Professional Development on FUSION Curriculum conducted by District Science Trainer &/or Assistant Principal &/or Science Intervention Teacher			
	Description of Resources	Funding Source	Amount
Subtotal:			
Subtotal:			
Total:			\$4,000.00

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving 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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. *Lack of knowledge of how a written product must be structured to meet a specific purpose & level of proficiency.	1A.1. *Professional development/coaching in the area of writing will take place for 3rd/4th grade.	1A.1. *Literacy Coach, Lead Literacy Team, and Administration	1A.1. *A master schedule will be devised for the literacy coach to provide coaching in 3rd and 4th grade classrooms. *Individual schedules have time set aside for 30 minutes of writing instruction daily.	1A.1. *Follow-Up Assignments/Activities monitored by Literacy Coach *2013 FCAT Writes		
<u>Writing Goal #1A:</u> The percentage of students scoring at the proficient level (3.0 and higher) will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	According to the school level FCAT report, 88 of the 114 (78%) students tested were proficient.	According to the school level FCAT report, 91% of students tested will be proficient.					

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		<p>IA.2. *Lack of endurance needed to write an essay in its completion with all necessary components.</p>	<p>IA.2. Ongoing monthly progress monitoring will be used to guide adjustment to writing instruction so that all students receive instruction that effectively accelerates their writing growth – Woodland Writes Monthly School-wide prompts.</p>	<p>IA.2. *Literacy Coach, Lead Literacy Team, and Administration</p>	<p>IA.2. *Monthly Writing dates will be identified and topics have been selected. *The Lead Literacy team meetings have been scheduled and time has been set aside to plan for writing motivation.</p>	<p>IA.2.*Writing prompt sample submission monitored by Literacy Coach. *Lead Literacy Team meeting notes. *2013 FCAT Writes</p>	
		IA.3.	IA.3.	IA.3.	IA.3.	IA.3.	

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing with increased expectations (FCAT Writing Assessment)	Grades 3 & 4	Literacy Coach	Classroom Teachers (3-4 grades)	Quarterly	Follow up coaching with Literacy Coach	Literacy Coach, Leadership Team & Administration

Writing Budget (Insert rows as needed)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
0			

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1.School attendance may not be a priority.</p>	<p>1.1.*Communicate with parents through the school newsletter the key indicators of school success, including the importance of being at school on time and everyday.</p> <p>*The Parent Involvement Coordinator, School Administration and School Social Worker will work together to communicate to the importance of regular school attendance and routine patterns that may help with</p>	<p>1.1. *Parent Involvement Coordinator</p>	<p>1.1.*Communication between all involved parties (student, staff & parents) discussing the improvement or decline in attendance/tardiness patterns and the connection to school achievement.</p>	<p>1.1. *School Attendance Reports</p> <p>*Parent Communication Logs/ Parent Conference Forms</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		issues of tardiness to families struggling with these issues.					
Attendance Goal #1: The attendance rate will increase by 5%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	83% (700 students) of an enrollment of 850 students.	88% (750 students) of an enrollment of 850 students.					
	<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>					
	147 students had excessive absences of 10 or more.	100 students will have excessive absences of 10 or more.					
	<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>					
	103 students had excessive tardies of 10 or more.	80 students will have excessive tardies or 10 or more.					

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		<p>1.2. *Students lack of incentive or responsibility for coming to school.</p>	<p>1.2. *Reward students quarterly for perfect attendance. *The attendance committee will monitor attendance issues closely throughout the year. The committee will reward and intervene with attendance issue as necessary.</p>	<p>1.2. Attendance Committee (administration, social worker, intervention teachers, parent involvement coordinator, data entry)</p>	<p>1.2.*Names of attendance issues have been identified. *A quarterly plan for attendance monitoring is in place.</p>	<p>1.2. *School Attendance Reports *Parent Communication Logs/ Parent Conference Forms *Goal-Setting folders</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>1. Continue Character Education tools (Character Counts Planners/ Morning Messages on News show/ Guidance Lessons)</p>	<p>1.1. Character Counts Planners are implemented school-wide (K-5) to ensure communication between home and school and act as a character education teaching tool in the classroom.</p>	<p>1.1. Guidance Counselors, Classroom Teachers, Administration, Graduation Enhancement Teacher</p>	<p>1.1. Students receive "Wrangler Rewards" when showing good character and for making good choices. These are collected for a drawing each Friday on the morning announcements.</p>	<p>1.1. Quarterly Report Cards and Progress Reports *Teacher Conference Notes/Planner Notes *TERMS Behavior Reports</p>		
<p>Suspension Goal #1: The number of students requiring the consequence of suspension during the 2012-2013 will decrease by 1%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>The number of students requiring the consequence of in-school suspension during the 2011-2012 school year was 13.</p>	<p>The number of students requiring the consequence of in-school suspension in 2013 will be 12.</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					

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	The number of students requiring the consequence of in-school suspension during the 2011-2012 school year was 13.	The number of students requiring the consequence of in-school suspension in 2013 will be 12.					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	The number of students requiring the consequence of out-of-school suspension during the 2011-2012 school year was 25.	The number of students requiring the consequence of out-of-school suspension in 2013 will be 24.					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	The number of students requiring the consequence of out-of-school suspension during the 2011-2012 school year was 25.	The number of students requiring the consequence of out-of-school suspension in 2013 will be 24.					

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		<p>1.2. Students lack of motivational incentives and responsibility for their behavior.</p>	<p>1.2. Reward behavior students quarterly for perfect good behavior. *Graduation Enhancement teacher will call students with behavior issues at the start of the school year and will monitor behavior issues closely throughout the year. Graduation Enhancement teacher will reward and intervene with behavior issues as necessary.</p>	<p>1.2. Graduation Enhancement Teacher</p>	<p>1.2. Names of behavior issues have been identified. *A quarterly plan for behavior monitoring is in place.</p>	<p>1.2. School Suspension Reports *Referrals *Parent Communication Logs/Parent Conference Forms *Goal-Setting folders</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Students lack of initiative and low self-esteem related to school.	1.1. Graduation Enhancement teacher will monitor possible "drop out" students closely throughout the year. Graduation Enhancement teacher will intervene as necessary.	1.1. Graduation Enhancement Teacher, Administration	1.1. Names of possible "drop out" students have been identified. *A quarterly plan for behavior monitoring is in place.	1.1.		

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<p><u>Dropout Prevention</u> Goal #1: Woodland Elementary had zero students listed on the 2011-2012 Dropout Report.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>Zero students were listed as "dropouts" during the 2011 - 2012 school year.</p>	<p>The number of students listed as "dropouts" during the 2012 - 2013 school year will remain at zero.</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Dropout Prevention Professional Development

<p>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</p>							
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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

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Dropout Prevention 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
Graduation Enhancement Teacher will have a reward system in place for the students that he is working with.	*Reward Wheel *Various Games *Various Incentives	Internal School Account & Title I Funds	\$500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$500.00			

End of Dropout Prevention Goal(s)

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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		

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

<p>1. Parent Involvement</p>	<p>1.1. 78% of our families come from underprivileged homes where parent participation may not be a priority.</p>	<p>1.1. *Utilize the Parent Involvement Assistant, to build a positive rapport with our families. *Parent Involvement Assistant will coordinate quarterly Parent Education Events to promote parental involvement at Woodland. *Parent Involvement Assistant will serve as the Volunteer Coordinator and will encourage</p>	<p>1.1. *Parent Involvement Assistant, Administration</p>	<p>1.1. *Parent Involvement Assistant will monitor approved Volunteer List and logged Volunteer Hours.</p>	<p>1.1. *Volunteer Hour Reports *School Volunteer Registry *School Event Parent Sign In Sheets</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		more parents to become approved volunteers.					
Parent Involvement Goal #1: <i>The amount of registered volunteers and the total volunteer hours logged for the 2012-2013 school year will increase by 3%.</i>	<u>2012</u> Current Level of Parent Involvement .* -	<u>2013</u> Expected Level of Parent Involvement .* -					
	<i>The amount of registered volunteers for the 2011 – 2012 school year was 468, and the total number of logged volunteer hours was 9,105.</i>	<i>The amount of registered volunteers for the 2012-2013 school year will increase from 468 to 482, and the amount of hours for the 2012-2013 school year will increase from 9,105 to 9,378.</i>					

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Quarterly Parent Involvement Nights focused on Academics (4 per year)	Parent/Student Resources will be provided to participants to encourage school involvement at home.	Title I Funds	\$4,000.00 (\$1,000 for each parent event)
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
\$4,000.00			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u> Woodland will have a Science Lab this year to increase students' opportunities to have hands on experiences in the area of Science.</p>	<p>1.1. Students do not have ample opportunities to explore the scientific method using a hands-on method in the basic classroom.</p>	<p>1.1. *Students in grades 4 & 5 will visit the Science Lab weekly, where the basic classroom teacher and the science intervention teacher will co-teach and lead a hands-on science activities with students. *Students in grades K – 3 will visit the Science Lab monthly to participate in hands-on science activities.</p>	<p>1.1. *Science Intervention Teacher, Administration</p>	<p>1.1. *Science Intervention Teacher will work with the 4th and 5th grade teachers to establish hands-on science lessons (using the TEACH SMART lessons/methods). *Science Intervention Teacher will work with K-3 teachers to ensure that hands-on science is occurring in the classroom and in the science lab.</p>	<p>1.1. *CORE Testing Results *Science Lab Sign Up Sheets *Lesson Plans</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Hands-on Science Instruction</p>	<p>K-5</p>	<p>Science Intervention Teacher</p>	<p>K-5 Teachers</p>	<p>Weekly 4th & 5th Grade Teachers (co-teach) and as needed with K – 3rd grade teachers</p>	<p>Science Intervention Teacher will work with all classroom teachers to model/coach hands-on science lessons</p>	<p>Science Intervention Teacher, Administration</p>

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Revised April 29, 2011**

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STEM Budget (Insert rows as needed)

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

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End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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<p><u>CTE Goal #1:</u></p> <p>Woodland will increase students' knowledge of higher education and career choices through the school-wide theme of "Planning Ahead, Aiming High, College Bound" and through the use of Student Goal Folders.</p>	<p>1.1.</p> <p>Students coming from impoverished families may not have the opportunity to learn about the importance of higher education and the link between education and career choices.</p>	<p>1.1.</p> <p>The school-wide theme of "College and Careers" will be stressed throughout the year through several avenues including:</p> <ul style="list-style-type: none"> *Student Goal Folders *College Spirit Days (weekly) *College & Career Presentations by students on news show (throughout the year) *College Tours (2nd – 5th) 2nd – SLU, 3rd – USF, 4th – UCF, and 5th – UF (November 2012) *Career Field Trips (K & 1st) *Alma Mater Bulletin Boards *GATI Presentations 	<p>1.1.</p> <p>Administration, College Bound Committee, and Classroom Teachers</p>	<p>1.1.</p> <p>Students will exhibit a greater understanding of college and careers through their goal folders and news show presentations.</p>	<p>1.1.</p> <p>*Student Goal Folders</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

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 Revised April 29, 2011

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	\$10,793.57
CELLA Budget	Total:
Mathematics Budget	\$3,555.00
Science Budget	\$4,000.00
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	\$500.00
Parent Involvement Budget	\$4,000.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total: \$22,848.57

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Revised April 29, 2011**

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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 School Advisory Council works collaboratively with administration to review and implement school improvement efforts. This group meets monthly to discuss new initiatives, and to monitor improvement plans and budgets.

Describe the projected use of SAC funds.	Amount
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The SAC will vote on the use of the funds allocated to WES this year.	Not announced yet...