

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

**PART I: CURRENT SCHOOL STATUS**

**School Information**

|  |  |
|--|--|
| School Name: 1131 Eisenhower Elementary School | District Name: Pinellas County Schools                   |
| Principal: Sandra Downes                       | Superintendent: John A. Stewart, Ed.D.                   |
| SAC Chair: Christine York-Amstutz              | Date of School Board Approval: Pending: October 19, 2012 |

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

| Position            | Name          | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)  |
|---------------------|---------------|-----------------------------|-----------------------------------|-------------------------------------|---|
| Principal           | Sandra Downes | Master of Ed Leadership     | 9                                 | 13                                  | 2011-2012 school grade of a “C”, 50% @ level 3 or higher in reading, 49% at a level 3 or higher in Math. 66% making learning gains in reading, 75% learning gains for lowest 25% , 63% making gains in math and 75% of the lowest 25% making learning gains |
| Assistant Principal | Thomas Allen  | Masters of Ed Leadership    | 11                                | 13                                  | 2011-2012 school grade of a “C”, 50% @ level 3 or higher in reading, 49% at a level 3 or higher in Math. 66% making learning gains in reading, 75% learning gains for lowest 25%, 63% making gains in math and 75% of the lowest 25% making learning gains  |

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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)   |
|-----------------------|--------------------|-------------------------------------|-----------------------------------|---|---|
| RTI-All Content Areas | Allison Sisco      | Elem. ED, Educational Leadership    | 8                                 | 8   | 2011-2012 school grade of a "C", 50% @ level 3 or higher in reading, 49% at a level 3 or higher in Math. 66% making learning gains in reading, 75% learning gains for lowest 25% , 63% making gains in math and 75% of the lowest 25% making learning gains |
| Reading               | Sharon Earle       | Masters of ESOL, Bilingual          | 2nd                               | 1   | 2011-2012 school grade of a "C", 50% @ level 3 or higher in reading, 49% at a level 3 or higher in Math. 66% making learning gains in reading, 75% learning gains for lowest 25% , 63% making gains in math and 75% of the lowest 25% making learning gains |
| Reading               | Michelle Gallagher | Masters in Elementary Language Arts | 2nd                               | 6   | 2011-2012 school grade of a "C", 50% @ level 3 or higher in reading, 49% at a level 3 or higher in Math. 66% making learning gains in reading, 75% learning gains for lowest 25% , 63% making gains in math and 75% of the lowest 25% making learning gains |

### 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. Provide new staff member and new grade level teacher a mentor. | Principal          | 6/10/13                   |
| 2. District new teacher training                                  | Principal          | Ongoing                   |
| 3. Monthly site based new teacher/new to grade level training     | Principal          | Ongoing                   |

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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 |
|--|---|
| N/A  |   |

***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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|-------------------------|
| 51                                  | 3.92% (2)                | 13.73% (7)                                 | 35.29%(18)                                  | 47.06%(24)                                 | 31.37% (16)                         |                             | 9.80% (5)                   | 1.96 (1)                            | 78.43%(40)              |

***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   |
|----------------|-----------------|---|--|
| Monica Vilardi | Stephanie Quinn | District Trained mentor closest to grade level. | Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons |
| Natalie Henry  | Paula Dangler   | District Trained mentor closest to grade level. |  |
|                |                 |   |  |

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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<br>Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.  |
| Title I, Part C- Migrant<br>NA in Pinellas  |
| Title I, Part D<br>The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. |
| Title II<br>The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.                            |
| Title III<br>Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.   |
| Title X- Homeless<br>The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).  |
| Supplemental Academic Instruction (SAI)<br>SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.   |
| Violence Prevention Programs  |
| Nutrition Programs<br>Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.   |

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|  |
|--|
| Housing Programs   |
| <p>Head Start</p> <p>Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.</p> |
| Adult Education  |
| Career and Technical Education   |
| Job Training   |
| Other  |

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

| School-Based MTSS/RtI Team  |
|---|
| <p>Identify the school-based MTSS leadership team.<br/> <b>Sandra Downes, Principal, Thomas Allen, Asst. Principal, Allison Sisco, RTI coach, Vickie Graham, Learning/Technology specialist, Sarah Price, Guidance, Kelly Moore, Psychologist, Vicki Koller, Social Worker, Stephanie Whitaker, AP Intern.</b></p>  |
| <p>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?<br/> <b>The RTI coach is the facilitator of the meetings and coordinates and schedules the teachers who submit students for review by the team. The classroom teacher works with the team to analyze data and make suggestions for interventions and other supplemental support for the student(s).</b></p> <p>-Facilitator – generates agenda and leads team discussions<br/>         -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data<br/>         -Technology Specialist – brokers technology necessary to manage and display data<br/>         -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access<br/>         -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda</p> <p>Meeting time: <b>The MTSS Team meets every Monday morning at 7:30 am with a specific agenda.</b></p> |
| <p>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? <b>The SBLT, or School Based Leadership Team, will be responsible for managing and coordinating the efforts between all grade level and specialist teams as well as reviewing and revising the School Improvement Plan on an ongoing basis.</b></p>  |

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| MTSS Implementation  |
|--|
| <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. <b>Tier 1: FAIR, FCAT, OPM, Formative Assessments, FCIM assessments, Positive Behavior System Data Tier 2: Ongoing Progress monitoring every two weeks specific to interventions for all subject areas.</b></p> <p><b>Tier 3: AIMSWEB</b></p> |
| <p>Describe the plan to train staff on MTSS.<br/> <b>The training for MTSS takes place within SBLT meetings and Team Leader meetings. Team leaders train grade level teams via PLC and grade level planning meetings. Additional training will be provided at staff meetings and curriculum meetings as necessary.</b></p>   |
| <p>Describe the plan to support MTSS.<br/> <b>PDSA process is incorporated into the weekly MTSS agenda to determine what next steps or supports the team needs.</b></p>  |

***Literacy Leadership Team (LLT)***

| School-Based Literacy Leadership Team  |
|--|
| <p>Identify the school-based Literacy Leadership Team (LLT).<br/> <b>Sandra Downes, Principal, Allison Sisco, RTI Coach, Vickie Graham, Curriculum specialist, Michelle Gallagher, District Reading Coach, Teachers: Rachael Treiser, Catalina Andujar, Christine Amstutz, Paula Ciardullo, Vicky Tarantino, Paula Stephens, Donna Carone, Rosanne Segura</b></p>  |
| <p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).<br/>                     Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> <li>• Support for text complexity</li> <li>• Support for instructional skills to improve reading comprehension                         <ul style="list-style-type: none"> <li>○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons</li> <li>○ Providing scaffolding that does not preempt or replace text reading by students</li> <li>○ Developing and asking text dependent questions from a range of question types</li> <li>○ Emphasizing students supporting their answers based upon evidence from the text</li> <li>○ Providing extensive research and writing opportunities (claims and evidence)</li> </ul> </li> <li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).</li> </ul> <p>The district will provide training and tools for Literacy Leadership Teams.</p> |
| <p>What will be the major initiatives of the LLT this year?<br/>                     Support for text complexity</p> <ul style="list-style-type: none"> <li>• Support for instructional skills to improve reading comprehension</li> <li>• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects</li> </ul>  |

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**Public School Choice**

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

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

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

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

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

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

| Reading Goals  |                                      |                                       | Problem-Solving Process to Increase Student Achievement |  |   |   |                                  |
|--|--------------------------------------|---------------------------------------|---|--|---|---|----------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                      |                                       | Anticipated Barrier                                     | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                  |
| <b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>  |                                      |                                       | 1a.1. Insufficient standard based instruction           | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. AP/Principal who evaluates teacher      | 1a.1. Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that | 1a.1. Walkthrough & Lesson Plans |
| Reading Goal #1a:  | 2012 Current Level of Performance: * | 2013 Expected Level of Performance: * |   |  |   |   |                                  |
| Improve current level of performance   | (24%)                                | Decrease level 1&2 from 51% To 41%    |   |  |   |   |                                  |



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|   |                                     |                                      |   |   |  |   |  |
|---|-------------------------------------|--------------------------------------|---|---|--|---|--|
|   |                                     |                                      |   |   |  | relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson   |  |
|   |                                     |                                      | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. AP who evaluates teacher           | 1a.2. Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 1a.2. Walkthrough                              |
|   |                                     |                                      | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor                  | 1a.3. AP/Principal who evaluates teacher | 1a.3. Evidence of:<br>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks<br>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks<br>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks  | 1a.3. Walkthrough<br>Teacher Appraisal Results |
| <b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b> |                                     |                                      | 1b.2. Insufficient standard based instruction | 1b.2. Implement High Yield Instructional Strategies | 1b.2. AP/Principal who evaluates teacher | 1b.2. Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and  | 1b.2. Walkthrough                              |
| Reading Goal #1b:<br>Improve current level of   | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |   |   |  |   |  |

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|--|---|--|--|--|---|---|-------------------|
| performance  | N/A   | Decrease level 1,2,3                         |  |  |   | expected outcomes aligned to access points when appropriate<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur  |                   |
|  |   |  | 1b.2.  | 1b.2.  | 1b.2.   | 1b.2.   | 1b.2.             |
|  |   |  | 1b.3.  | 1b.3.  | 1b.3.   | 1b.3.   | 1b.3.             |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |  | Anticipated Barrier                          | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.</b>   |   |  | 2a.1. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. AP/Principal who evaluates teacher      | 2a.1. Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning<br>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1. Walkthrough |
| Reading Goal #2a:<br>Improve current level of performance  | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> * |  |  |   |   |                   |
|  | 24% (76)                                    | Increase level 4 and 5 by 5%                 |  |  |   |   |                   |
|  |   |  | 2a.2   | 2a.2.  | 2a.2.   | 2a.2.   | 2a.2.             |

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|--|--|--|--|---|---|--|
|  |  | 2a.3   | 2a.3   | 2a.3  | 2a.3  | 2a.3   |
| <b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>  |  | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. AP/Principal who evaluates teacher      | 2b.1. Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning<br>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1. Walkthrough   |
| <b>Reading Goal #2b:</b>   | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u>  |  |   |   |  |
| Improve current level of performance   | N/A  | Increase level 7 by 5%                       |  |   |   |  |
|  |  |  | 2b.2.  | 2b.2.   | 2b.2.   | 2b.2.  |
|  |  |  | 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  |
| <b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>  |  | 3a.1. Lack of student engagement             | 3a.1. Differentiate Instruction  | 3a.1. AP/Principal who evaluates teacher      | 3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and   | 3a.1. School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| <b>Reading Goal #3a:</b>   | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance: *</u> |  |   |   |  |
| Improve current level of performance   | 62% (109)                                  | 100%   |  |   |   |  |

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|  |                                     |                                       |                                     |                                    |   |   |   |
|--|-------------------------------------|---------------------------------------|-------------------------------------|------------------------------------|---|---|---|
|  |                                     |                                       |                                     |                                    |   | assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  |   |
|  |                                     |                                       | 3a.2                                | 3a.2.                              | 3a.2.   | 3a.2.   | 3a.2.   |
|  |                                     |                                       | 3a.3.                               | 3a.3.                              | 3a.3.   | 3a.3.   | 3a.3.   |
| <b>3b. Florida Alternate Assessment:<br/>Percentage of students making Learning Gains in reading.</b>  |                                     |                                       | 3b.1.<br>Lack of student engagement | 3b.1.<br>Differentiate Instruction | 3b.1.<br>AP/Principal who evaluates teacher   | 3b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3b.1.<br>School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| Reading Goal #3b:  | 2012 Current Level of Performance:* | 2013 Expected Level of Performance: * |                                     |                                    |   |   |   |
| Improve current level of performance   | N/A                                 | 100%                                  |                                     |                                    |   |   |   |
|  |                                     |                                       | 3b.2.                               | 3b.2.                              | 3b.2.   | 3b.2.   | 3b.2.   |
|  |                                     |                                       | 3b.3.                               | 3b.3.                              | 3b.3.   | 3b.3.   | 3b.3.   |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                     |                                       | Anticipated Barrier                 | Strategy                           | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |

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|---|--|--|---|---|---|---|---|
| <b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b> |  |  | 4a.1.<br>Lack of differentiation of instruction   | 4a.1.<br>Differentiate Instruction  | 4a.1.<br>AP/Principal who evaluates teacher | 4a.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4a.1.<br>Lesson Plans & Walkthrough   |
| <u>Reading Goal #4a:</u>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance: *</u> |   |   |   |   |   |
| Improve current level of performance  | 67% (30)                                   | 100%   |   |   |   |   |   |
|   |  |  | 4a.2.<br>Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2.<br>Create intervention that support core instructional goals and objectives | 4a.2.<br>SBLT                               | 4a.2.<br>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses<br>*Intervention and core teachers communicate and plan together regularly<br>*Intervention curriculum is aligned with core instructional goals/objectives<br>*Core content materials and subject matter are integrated within intervention courses<br>*Intervention strategies are reinforced in core classes<br>*Interventions are integrated and aligned across all providers<br>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses  | 4a.2.<br>Evidence of core teachers and intervention teachers communicating and planning;<br>Lesson Plans & Walkthroughs |
|   |  |  | 4a.3  | 4a.3.   | 4a.3.                                       | 4a.3.   | 4a.3.   |

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|  |  |  |   |   |   |   |   |           |
|--|--|--|---|---|---|---|---|-----------|
| <p><b>4b. Florida Alternate Assessment:</b><br/> <b>Percentage of students in Lowest 25% making learning gains in reading.</b></p> <p>Reading Goal #4b:<br/>                 2012 Current Level of Performance:*<br/>                 2013 Expected Level of Performance:*</p> <p>Improve current level of performance</p> |  |  | 4b.1.<br>Lack of differentiation of instruction   | 4b.1.<br>Differentiate Instruction  | 4b.1.<br>AP/Principal who evaluates teacher | 4b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4b.1.<br>Lesson Plans & Walkthrough   |           |
|  |  |  |   |   |   |   |   | N/A       |
|  |  |  | 4b.2.<br>Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2.<br>Create intervention that support core instructional goals and objectives | 4ab.2.<br>SBLT                              | 4b.2.<br>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses<br>*Intervention and core teachers communicate and plan together regularly<br>*Intervention curriculum is aligned with core instructional goals/objectives<br>*Core content materials and subject matter are integrated within intervention courses<br>*Intervention strategies are reinforced in core classes<br>*Interventions are integrated and aligned across all providers<br>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses  | 4b.2.<br>Evidence of core teachers and intervention teachers communicating and planning;<br>Lesson Plans & Walkthroughs |           |
|  |  |  |   |   |   |   |   |           |
|  |  |  | 4b.3  | 4b.3.   | 4b.3.                                       | 4b.3.   | 4b.3.   |           |
| Based on Ambitious but Achievable Annual   |  |  | 2011-2012   | 2012-2013   | 2013-2014                                   | 2014-2015   | 2015-2016   | 2016-2017 |

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| Measurable Objectives (AMOs), Reading and Math Performance Target   |   |  |                                    |   |   |                                     |     |
|---|---|--|------------------------------------|---|---|-------------------------------------|-----|
| <b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years schools will reduce their achievement gap by 50%.</b><br><b>Reading Goal #5A:</b><br><br><i>Enter narrative for the goal in this box.</i> | <b>Baseline data 2010-2011</b><br><br><u>63</u>   | 69   | 75                                 | 82  | 88  | 94                                  | 100 |
|   | Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |  |                                    |   |   |                                     |     |
|   |   | Anticipated Barrier  | Strategy                           | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                     |     |
| <b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>   |   | 5b.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian:<br>Lack of differentiation of instruction | 5b.1.<br>Differentiate Instruction | 5b.1.<br>AP who evaluates teacher             | 5b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5b.1.<br>Lesson Plans & Walkthrough |     |

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|   |   |  |  |                                 |   |   |                                  |
|---|---|--|--|---------------------------------|---|---|----------------------------------|
| <b>Reading Goal #5B:</b><br>Improve current level of performance  | 2012 Current Level of Performance: *<br>White: 46<br>30%<br><br>Black: 27<br>18%<br><br>Hispanic: 72<br>47%<br><br>Asian: 3<br>2%<br><br>American Indian: 1<br>1% | 2013 Expected Level of Performance: *<br>100% of all subgroups to make a learning gain<br><br>Increase proficiency of all subgroups by 10% |  |                                 |   |   |                                  |
|   |   |  |  |                                 |   |   |                                  |
|   |   |  | 5B.3.  | 5B.3.                           | 5B.3.   | 5B.3.   | 5B.3.                            |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |   |  | Anticipated Barrier                          | Strategy                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                  |
| <b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>   |   |  | 5c.1. Lack of differentiation of instruction | 5c.1. Differentiate Instruction | 5c.1. AP/Principal who evaluates teacher      | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express | 5c.1. Lesson Plans & Walkthrough |
| <b>Reading Goal #5C:</b><br>Improve current level of performance  | 2012 Current Level of Performance: *<br>35% (39)  | 2013 Expected Level of Performance: *<br>100% of ELL students to make a learning gain<br>An increase in proficiency by 10%                 |  |                                 |   |   |                                  |
|   |   |  |  |                                 |   |   |                                  |



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|   |                                    |   |  |                                 |   |  |                                  |
|---|------------------------------------|---|--|---------------------------------|---|--|----------------------------------|
|   |                                    |   |  |                                 |   | knowledge and understanding in different ways, which includes varying degrees of difficulty.   |                                  |
|   |                                    |   | 5C.2.  | 5C.2.                           | 5C.2.   | 5C.2.  | 5C.2.                            |
|   |                                    |   | 5C.3.  | 5C.3.                           | 5C.3.   | 5C.3.  | 5C.3.                            |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |                                    |   | Anticipated Barrier                          | Strategy                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                  |
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>  |                                    |   | 5d.1. Lack of differentiation of instruction | 5d.1. Differentiate Instruction | 5d.1. AP/Principal who evaluates teacher      | 5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1. Lesson Plans & Walkthrough |
| Reading Goal #5D:<br>Improve current level of performance   | 2012 Current Level of Performance: | 2013 Expected Level of Performance:*  |  |                                 |   |  |                                  |
|   | 23% (9)                            | 100% of all SWD students to make a learning gain<br>An increase in proficiency by 10% |  |                                 |   |  |                                  |
|   |                                    |   | 5D.2.  | 5D.2.                           | 5D.2.   | 5D.2.  | 5D.2.                            |
|   |                                    |   | 5D.3.  | 5D.3.                           | 5D.3.   | 5D.3.  | 5D.3.                            |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |                                    |   | Anticipated Barrier                          | Strategy                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                  |

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|   |                                      |   |  |                                 |  |  |                                  |
|---|--------------------------------------|---|--|---------------------------------|--|--|----------------------------------|
| <b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b> |                                      |   | 5e.1. Lack of differentiation of instruction | 5e.1. Differentiate Instruction | 5e.1. AP/Principal who evaluates teacher | 5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5e.1. Lesson Plans & Walkthrough |
| Reading Goal #5E:<br><br>Improve current level of performance                               | 2012 Current Level of Performance: * | 2013 Expected Level of Performance: *   |  |                                 |  |  |                                  |
|   | 49%(116)                             | 100% of economically disadvantaged students will learning gain<br>An increase in proficiency by 10% |  |                                 |  |  |                                  |
|   |                                      |   | 5E.2.  | 5E.2                            | 5E.2.                                    | 5E.2.  | 5E.2.                            |
|   |                                      |   | 5E.3   | 5E.3                            | 5E.3                                     | 5E.3   | 5E.3                             |

**Reading Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> |                     |                                  |   |  |                                   |   |
|---|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Please note that each strategy does not require a professional development or PLC activity.                                 |                     |                                  |   |  |                                   |   |
| PD Content/Topic and/or PLC Focus   | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible For Monitoring |
| Teachers College Running Record training  | All                 | Sisco                            | All Instructional staff and interventionist                       | August 15, 2012  | PLC, Data meetings, team meetings | Sisco   |
| Intervention Rodeo  | All                 | Sisco/ Graham                    | All Instructional staff and interventionist                       | September 14, 2012   | PLC meetings                      | Sisco/Graham                                  |
| Reading Common Core   | All                 | Downes, Allen, Sisco, Graham     | All Instructional staff   | Ongoing  | PLC meetings, Walk-throughs       | Downes  |
| Core reading Curriculum   | All                 | Michelle Gallagher, Sharon Earle | All Instructional staff   | Ongoing  | PLC's, Grade level planning,      | Downes  |

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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                      |
| LLI Intervention   | Intervention teacher  | Title I        | 57,829.69                   |
| Higher leveled and interest text.  | Books and periodicals (Time for kids, Scholastic, etc..)                      | Title I        | 5,000                       |
| Sunshine State Reading Books   | Books   | Title I        | 4,000                       |
|  |   |                | <b>Subtotal:</b>            |
| Technology   |   |                |                             |
| Strategy   | Description of Resources  | Funding Source | Amount                      |
| Integration of technology into the curriculum via smart boards, educational software and internet sites. | Technology Specialist   | Title I        | 20,172.47 (33.3% of salary) |
|  |   |                | <b>Subtotal:</b>            |
| Professional Development   |   |                |                             |
| Strategy   | Description of Resources  | Funding Source | Amount                      |
| Analyze / monitor data, model best practices, support for targeted interventions                         | RTI coach   | Title I        | 29,208.46 (50% of salary)   |
|  |   |                | <b>Subtotal:</b>            |
| Other  |   |                |                             |
| Strategy   | Description of Resources  | Funding Source | Amount                      |
| Differentiated reading instruction for 30 mins of reading 4x's per week.                                 | 4 Title I Hourly teachers that support small group intervention in classroom. | Title I        | 58,752.96                   |
|  |   |                | <b>Subtotal:</b>            |
|  |   |                | <b>Total: \$174,963.58</b>  |

*End of Reading Goals*

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

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

| CELLA Goals   |   | Problem-Solving Process to Increase Language Acquisition |  |   |  |                                 |
|---|---|--|--|---|--|---------------------------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. |   | Anticipated Barrier                                      | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                 |
| <b>1. Students scoring proficient in Listening/Speaking.</b>  |   | 1.1.   | 1.1.   | 1.1.  | 1.1.   | 1.1.                            |
| <b>CELLA Goal #1:</b><br>Improve current level of performance<br><br>Number CELLA tested:<br>239                | 2012 Current Percent of Students Proficient in Listening/Speaking:<br><br>33%<br>79 | Lack of differentiation of instruction                   | Provide formative assessments to inform differentiation in instruction | AP/Principal who evaluates teacher            | 1.1. Determine:<br>* Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>* Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning<br>* Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>* Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 1.1. Walkthrough                |
|   |   | Lack of differentiation of instruction                   | Differentiate Instruction  | AP/Principal who evaluates teacher            | 2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the   | 2.1. Lesson Plans & Walkthrough |

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|   |   |   |   |   |   |                 |
|---|---|---|---|---|---|-----------------|
|   |   |   |   |   | needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.   |                 |
|   |   | 1.3.                                    | 1.3.  | 1.3.  | 1.3.  | 1.3.            |
| Students read in English at grade level text in a manner similar to non-ELL students. |   | Anticipated Barrier                     | Strategy                                      | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool |
| <b>2. Students scoring proficient in Reading.</b>                                     |   | 2.2.                                    | 2.2.  | 2.2.  | 2.2.  | 2.2.            |
| <b>CELLA Goal #2:</b><br><br>Improve current level of performance                     | <u>2012 Current Percent of Students Proficient in Reading:</u><br><br>25%<br>(59) | Insufficient standard based instruction | Implement High Yield Instructional Strategies | AP/Principal who evaluates teacher            | Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | Walkthrough     |
|   |   | 2.2.                                    | 2.2.  | 2.2.  | 2.2.  | 2.2.            |
|   |   | 2.3                                     | 2.3   | 2.3   | 2.3   | 2.3             |

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| Students write in English at grade level in a manner similar to non-ELL students. |  | Anticipated Barrier                          | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                 |
|---|--|--|---|---|--|---------------------------------|
| <b>3. Students scoring proficient in Writing.</b>                                 |  | 3.1. Insufficient standard based instruction | 3.1. Set and communicate a purpose for learning and learning goals in each lesson | 3.1. AP/Principal who evaluates teacher       | 3.1. Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 3.1. Walkthrough & Lesson Plans |
| <u>CELLA Goal #3:</u>   | <u>2012 Current Percent of Students Proficient in Writing:</u> |  |   |   |  |                                 |
| Improve current level of performance  | 23%<br>(54)  |  |   |   |  |                                 |
|   |  | 2.2.   | 2.2.  | 2.2.  | 2.2.   | 2.2.                            |
|   |  | 2.3  | 2.3   | 2.3   | 2.3  | 2.3                             |

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

Include only school-based funded activities/materials and exclude district-funded activities/materials.

**Evidence-based Program(s)/Materials(s)**

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
|          |                          |                |        |
|          |                          |                |        |

**Subtotal:**

**Technology**

| Strategy         | Description of Resources | Funding Source | Amount |
|------------------|--------------------------|----------------|--------|
| Imagine Learning | Computer based Program   |                |        |
|                  |                          |                |        |

**Subtotal:**

**Professional Development**

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
|          |                          |                |        |
|          |                          |                |        |

**Subtotal:**

**Other**

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
|          |                          |                |        |
|          |                          |                |        |

**Subtotal:**

**Total:**

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

|  |   |  | <b>Problem-Solving Process to Increase Student Achievement</b> |  |   |   |                                  |
|--|---|--|--|--|---|---|----------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |  | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                  |
| <b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>  |   |  | 1a.1. Insufficient standard based instruction                  | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a. AP/Principal who evaluates teacher        | 1a1 Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 1a.1. Walkthrough & Lesson Plans |
| <b>Mathematics Goal</b>  | <b>2012 Current Level of Performance: *</b> | <b>2013 Expected Level of Performance: *</b> |  |  |   |   |                                  |
| #1a:<br>Improve current level of performance   | 30% (95)                                    | Decrease in level 1 and 2 from 54% To 44%    |  |  |   |   |                                  |
|  |   |  | 1a.2. Insufficient standard based instruction                  | 1a.2. Implement High Yield Instructional Strategies                                | 1a.2. AP/Principal who evaluates teacher      | 1a.2. Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and   | 1a.2. Walkthrough                |



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|   |   |  |  |  |   |  |   |
|---|---|--|--|--|---|--|---|
|   |   |  |  |  | personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur |  |   |
|   |   |  | 1a.3.<br>Insufficient standard based instruction | 1a.3.<br>Increase instructional rigor                  | 1a.3.<br>AP/Principal who evaluates teacher   | 1a.3.<br>Evidence of:<br>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks<br>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks<br>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks  | 1a.3.<br>Walkthrough<br>Teacher Appraisal Results |
| <b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b> |   |  | 1b.2.<br>Insufficient standard based instruction | 1b.2.<br>Implement High Yield Instructional Strategies | 1b.2.<br>AP/Principal who evaluates teacher   | 1b.2.<br>Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 1b.2.<br>Walkthrough                              |
| <b>Mathematics Goal #1b:</b>  | <u>2012 Current Level of Performance: *</u> | <u>2013 Expected Level of Performance: *</u> |  |  |   |  |   |
| Improve current level of performance  | N/A   | Decrease in level 1,2 and 3                  |  |  |   |  |   |
|   |   |  | 1b.2.  | 1b.2.  | 1b.2.   | 1b.2.  | 1b.2.   |

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|  |   |  |  |   |   |                   |
|--|---|--|--|---|---|-------------------|
|  |   |  |  |   |   |                   |
|  |   |  | 1b.3.  | 1b.3.   | 1b.3.   | 1b.3.             |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   | Anticipated Barrier                          | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>   |   | 2a.1. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. AP/Principal who evaluates teacher      | 2a.1. Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning<br>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1. Walkthrough |
| <u>Mathematics Goal #2a:</u>   | <u>2012 Current Level of Performance: *</u> | <u>2013 Expected Level of Performance: *</u> |  |   |   |                   |
| Improve current level of performance   | 16% (50)                                    | Increase in level 4 and 5 by 5%              |  |   |   |                   |
|  |   |  | 2a.2.  | 2a.2.   | 2a.2.   | 2a.2.             |
|  |   |  | 2a.3   | 2a.3  | 2a.3  | 2a.3              |
| <b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>  |   | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. AP/Principal who evaluates teacher      | 2b.1. Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning<br>*Teachers collect both formal   | 2b1. Walkthrough  |
| <u>Mathematics Goal #2b:</u>   | <u>2012 Current Level of Performance: *</u> | <u>2013 Expected Level of Performance: *</u> |  |   |   |                   |
| Improve current level of performance   | 100% (1)                                    | Increase in level 7 by 5%                    |  |   |   |                   |

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|  |   |  |                                  |                                 |   |   |  |
|--|---|--|----------------------------------|---------------------------------|---|---|--|
|  |   |  |                                  |                                 |   | and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points   |  |
|  |   |  | 2b.2.                            | 2b.2.                           | 2b.2.   | 2b.2.   | 2b.2.  |
|  |   |  | 2b.3                             | 2b.3                            | 2b.3  | 2b.3  | 2b.3   |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |  | Anticipated Barrier              | Strategy                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| <b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>  |   |  | 3a.1. Lack of student engagement | 3a.1. Differentiate Instruction | 3a.1. AP/Principal who evaluates teacher      | 3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and | 3a.1. School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| <u>Mathematics Goal #3a:</u>   | <u>2012 Current Level of Performance: *</u> | <u>2013 Expected Level of Performance: *</u> |                                  |                                 |   |   |  |
| Improve current level of performance   | 60% (104)                                   | 100% of students will make a learning gain   |                                  |                                 |   |   |  |

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|   |  |  |                                  |                                 |  |  |  |
|---|--|--|----------------------------------|---------------------------------|--|--|--|
|   |  |  |                                  |                                 |  | understanding in different ways, which includes varying degrees of difficulty.   |  |
|   |  |  | 3a.2.                            | 3a.2.                           | 3a.2.                                    | 3a.2.  | 3a.2.  |
|   |  |  | 3a.3.                            | 3a.3.                           | 3a.3.                                    | 3a.3.  | 3a.3.  |
| <b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b> |  |  | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. AP/Principal who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3b.1. School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| <u>Mathematics Goal #3b:</u><br><br>Improve current level of performance                              | 2012 Current Level of Performance: *<br><br>100% (1) | 2013 Expected Level of Performance: *<br><br>100% of students will make learning gains |                                  |                                 |  |  |  |
|   |  |  | 3b.2.                            | 3b.2.                           | 3b.2.                                    | 3b.2.  | 3b.2.  |
|   |  |  | 3b.3.                            | 3b.3.                           | 3b.3.                                    | 3b.3.  | 3b.3.  |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:  |                                      |  | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |  |  |                                 |  |  |                                  |
|---|--------------------------------------|--|--|--|---|--|---|--|--|---------------------------------|--|--|----------------------------------|
| <p><b>4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b></p> <table border="1"> <thead> <tr> <th>Mathematics Goal #4a:</th> <th>2012 Current Level of Performance: *</th> <th>2013 Expected Level of Performance: *</th> </tr> </thead> <tbody> <tr> <td>Improve current level of performance</td> <td>70% (30)</td> <td>100% of students will make a learning gain</td> </tr> </tbody> </table> |                                      |  | Mathematics Goal #4a:  | 2012 Current Level of Performance: *   | 2013 Expected Level of Performance: *         | Improve current level of performance   | 70% (30)  | 100% of students will make a learning gain | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. AP/Principal who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4a.1. Lesson Plans & Walkthrough |
| Mathematics Goal #4a:   | 2012 Current Level of Performance: * | 2013 Expected Level of Performance: *      |  |  |   |  |   |  |  |                                 |  |  |                                  |
| Improve current level of performance  | 70% (30)                             | 100% of students will make a learning gain |  |  |   |  |   |  |  |                                 |  |  |                                  |
|   |                                      |  | 4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2. Create intervention that support core instructional goals and objectives | 4a.2. SBLT                                    | 4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses<br>*Intervention and core teachers communicate and plan together regularly<br>*Intervention curriculum is aligned with core instructional goals/objectives<br>*Core content materials and subject matter are integrated within intervention courses<br>*Intervention strategies are reinforced in core classes<br>*Interventions are integrated and aligned across all providers | 4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |  |  |                                 |  |  |                                  |

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|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
|   |  |   |   |   | *Effectiveness of intervention courses are evaluated by reviewing student success in core courses   |   |
|   |  | 4a.3.   | 4a.3.   | 4a.3.                                       | 4a.3.   | 4a.3  |
| <b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b> |  | 4b.1.<br>Lack of differentiation of instruction   | 4b.1.<br>Differentiate Instruction  | 4b.1.<br>AP/Principal who evaluates teacher | 4b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4b.1.<br>Lesson Plans & Walkthrough   |
| <b>Mathematics Goal #4b:</b><br>Improve current level of performance  | 2012 Current Level of Performance: *<br>100% (1) | 2013 Expected Level of Performance: *<br>100% of students will make a learning gain   |   |   |   |   |
|   |  | 4b.2.<br>Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2.<br>Create intervention that support core instructional goals and objectives | 4ab.2.<br>SBLT                              | 4b.2.<br>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses<br>*Intervention and core teachers communicate and plan together regularly<br>*Intervention curriculum is aligned with core instructional goals/objectives   | 4b.2.<br>Evidence of core teachers and intervention teachers communicating and planning;<br>Lesson Plans & Walkthroughs |

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|   |                                    |  |                                    |   |   |                                     |                  |
|---|------------------------------------|--|------------------------------------|---|---|-------------------------------------|------------------|
|   |                                    |  |                                    |   | *Core content materials and subject matter are integrated within intervention courses<br>*Intervention strategies are reinforced in core classes<br>*Interventions are integrated and aligned across all providers<br>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses |                                     |                  |
|   |                                    | 4b.3.  | 4b.3.                              | 4b.3.   | 4b.3.   | 4b.3.                               |                  |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target  |                                    | <b>2011-2012</b>   | <b>2012-2013</b>                   | <b>2013-2014</b>                              | <b>2014-2015</b>  | <b>2015-2016</b>                    | <b>2016-2017</b> |
| <b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>                                 | 62                                 | 65   | 68                                 | 72  | 75  | 78                                  | 81               |
| Mathematics Goal #5A:<br>Improve current level of performance   |                                    |  |                                    |   |   |                                     |                  |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: |                                    | Anticipated Barrier  | Strategy                           | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                     |                  |
| <b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>                           |                                    | 5b.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5b.1.<br>Differentiate Instruction | 5b.1.<br>AP/Principal who evaluates teacher   | 5b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level  | 5b.1.<br>Lesson Plans & Walkthrough |                  |
| Mathematics Goal #5B:   | 2012 Current Level of Performance: | 2013 Expected Level of Performance: *                                |                                    |   |   |                                     |                  |

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|---|---|---|--|---------------------------------|---|---|----------------------------------|
| Improve current level of performance  | White:<br>31%<br>45                                   | 100% of student subgroups will make learning gains  | Lack of differentiation of instruction       |                                 |   | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. |                                  |
|   | Black:<br>14%<br>20                                   | An increase in proficiency by 10%   |  |                                 |   |   |                                  |
|   | Hispanic:<br>50%<br>72                                |   |  |                                 |   |   |                                  |
|   | Asian:<br>2%<br>1                                     |   |  |                                 |   |   |                                  |
|   | American Indian:<br>1%<br>1                           |   |  |                                 |   |   |                                  |
|   |   |   | 5B.3.  | 5B.3.                           | 5B.3.   | 5B.3.   | 5B.3.                            |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: |   |   | Anticipated Barrier                          | Strategy                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                  |
| <b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>   |   |   | 5c.1. Lack of differentiation of instruction | 5c.1. Differentiate Instruction | 5c.1. AP/Principal who evaluates teacher      | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning   | 5c.1. Lesson Plans & Walkthrough |
| <u>Mathematics Goal</u><br>#5C:<br>Improve current level of performance   | <u>2012 Current Level of Performance:</u><br>42% (47) | <u>2013 Expected Level of Performance: *</u><br>100% of ELL students will make learning gains<br>An increase in proficiency |  |                                 |   |   |                                  |



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|   |   |  |   |                                    |   |   |                                     |
|---|---|--|---|------------------------------------|---|---|-------------------------------------|
|   |   | by 10%   |   |                                    |   | needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.  |                                     |
|   |   |  | 5C.2.   | 5C.2.                              | 5C.2.   | 5C.2.   | 5C.2.                               |
|   |   |  | 5C.3.   | 5C.3.                              | 5C.3.   | 5C.3.   | 5C.3.                               |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |   |  | Anticipated Barrier                             | Strategy                           | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                     |
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>  |   |  | 5d.1.<br>Lack of differentiation of instruction | 5d.1.<br>Differentiate Instruction | 5d.1.<br>AP/Principal who evaluates teacher   | 5d.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1.<br>Lesson Plans & Walkthrough |
| <u>Mathematics Goal #5D:</u>  | <u>2012 Current Level of Performance: *</u> | <u>2013 Expected Level of Performance: *</u>                                       |   |                                    |   |   |                                     |
| Improve current level of performance  | 28% (11)                                    | 100% of SWD students will make learning gains<br>An increase in proficiency by 10% |   |                                    |   |   |                                     |
|   |   |  | 5D.2.   | 5D.2.                              | 5D.2.   | 5D.2.   | 5D.2.                               |

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|   |  | 5D.3.  | 5D.3.                                 | 5D.3.   | 5D.3.  | 5D.3.                            |  |  |  |  |
|---|--|--|---------------------------------------|---|--|----------------------------------|--|--|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:   |  | Anticipated Barrier                          | Strategy                              | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                  |  |  |  |  |
| <b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b><br><b>Mathematics Goal #5E:</b><br>Improve current level of performance |  | 5e.1. Lack of differentiation of instruction | 5e.1. Differentiate Instruction       | 5e.1. AP/Principal who evaluates teacher      | 5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5e.1. Lesson Plans & Walkthrough |  |  |  |  |
|   | <table border="1"> <thead> <tr> <th>2012 Current Level of Performance: *</th> <th>2013 Expected Level of Performance: *</th> </tr> </thead> <tbody> <tr> <td>48% (113)</td> <td>100% of Economicaly Disadvantaged students will make learning gains<br/>An increase in proficiency by 10%</td> </tr> </tbody> </table> | 2012 Current Level of Performance: *         | 2013 Expected Level of Performance: * | 48% (113)                                     | 100% of Economicaly Disadvantaged students will make learning gains<br>An increase in proficiency by 10%   |                                  |  |  |  |  |
| 2012 Current Level of Performance: *  | 2013 Expected Level of Performance: *  |  |                                       |   |  |                                  |  |  |  |  |
| 48% (113)   | 100% of Economicaly Disadvantaged students will make learning gains<br>An increase in proficiency by 10%   |  |                                       |   |  |                                  |  |  |  |  |
|   |  | 5E.2   | 5E.2                                  | 5E.2  | 5E.2   | 5E.2                             |  |  |  |  |
|   |  | 5E.3   | 5E.3                                  | 5E.3  | 5E.3   |                                  |  |  |  |  |
|   |  |  |                                       |   |  |                                  |  |  |  |  |
|   |  |  |                                       |   |  |                                  |  |  |  |  |

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| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |   |  |  |  |   |
|---|---------------------|---|--|--|--|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |   |  |  |  |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader          | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring            | Person or Position Responsible for Monitoring |
| Math Common Core training.  | K-5                 | Learning spec and grade level team leader | All  | PLC meetings, curriculum updates and meetings held weekly and monthly.         | PLC and curriculum meeting notes and updates | Principal                                     |
| Book study: <i>Uncovering student thinking in Mathematics</i>   | K-5                 | Various                                   | School wide  | PLC meetings   | PLC and book study minutes                   | Team Leaders                                  |
| MFAS-CCSS Study   | K-1                 | Learning Spec, Principal                  | (4) k teachers, (3) 1 <sup>st</sup> teachers                       | Weekly   | Weekly minutes, PLC                          | Principal                                     |

**Math 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                      |
| Marilyn Burns... <i>Do the Math</i>  | Small group intervention sets |                | 0                           |
|  |                               |                |                             |
|  |                               |                | <b>Subtotal:</b>            |
| Technology   |                               |                |                             |
| Strategy   | Description of Resources      | Funding Source | Amount                      |
| Integration of technology into the curriculum via smart boards, educational software and internet sites. | Technology Specialist         | Title I        | 20,172.47 (33.3% of salary) |
|  |                               |                |                             |
|  |                               |                | <b>Subtotal:</b>            |
| Professional Development   |                               |                |                             |
| Strategy   | Description of Resources      | Funding Source | Amount                      |
| Analyze / monitor data, model best practices, support for targeted interventions                         | RTI coach                     | Title I        | 29,208.46 (50% of salary)   |
|  |                               |                |                             |
|  |                               |                | <b>Subtotal:</b>            |
| Other  |                               |                |                             |
| Strategy   | Description of Resources      | Funding Source | Amount                      |

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|   |   |         |                         |
|---|---|---------|-------------------------|
| Differentiated math instruction for 30 mins of reading 3x's per week.                               | 2 Title I Hourly teachers that support small group intervention in classroom. | Title I | 29,376.48               |
| Additional time to do data analysis and writing of specific lesson plans and formative assessments. | Classroom teachers and coaches  | Title I | 2906.54                 |
|   |   |         | <b>Subtotal:</b>        |
|   |   |         | <b>Total: 81,663.95</b> |

*End of Elementary School 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                  |
| <b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>  |  |  | 1a.1. Insufficient standard based instruction           | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. AP/Principal who evaluates teacher      | 1a.1. Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 1a.1. Walkthrough & Lesson Plans |
| Science Goal #1a:<br>Improve current level of performance  | <u>2012 Current Level of Performance:</u> *<br>30%<br>32 | <u>2013 Expected Level of Performance:</u> *<br>Decrease the number of level 1 and 2 |   |  |   |   |                                  |
|  |  |  | 1a.2. Insufficient standard based instruction           | 1a.2. Implement High Yield Instructional Strategies                                | 1a.2. AP/Principal who evaluates teacher      | 1a.2. Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for  | 1a.2. Walkthrough                |

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|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
|  |   |   |   |   | learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur  |   |
|  |   | 1a.3.<br>Insufficient standard based instruction  | 1a.3.<br>Increase instructional rigor   | 1a.3.<br>AP/Principal who evaluates teacher | 1a.3.<br>Evidence of:<br>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks<br>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks<br>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3.<br>Walkthrough<br>Teacher Appraisal Results |
| <b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b> |   | 1b.1.<br>Insufficient standard based instruction  | 1b.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 1b.1.<br>AP/Principal who evaluates teacher | 1b.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to   | 1b.1.<br>Walkthrough & Lesson Plans               |
| <u>Science Goal #1b:</u><br>Improve current level of performance                           | <u>2012 Current Level of Performance: *</u><br>0% | <u>2013 Expected Level of Performance: *</u><br>Decrease the number of level 1,2, and 3 |   |   |   |   |

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|  |   |   |   |   |   |   |                     |
|--|---|---|---|---|---|---|---------------------|
|  |   |   |   |   |   | answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson  |                     |
|  |   |   | 1b.2.   | 1b.2.   | 1b.2.   | 1b.2.   | 1b.2.               |
|  |   |   | 1b.3.   | 1b.3.   | 1b.3.   | 1b.3.   | 1b.3.               |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |   | Anticipated Barrier                             | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool     |
| <b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>   |   |   | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP/Principal who evaluates teacher   | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1.<br>Walkthrough |
| <u>Science Goal #2a:</u><br>Improve current level of performance   | <u>2012 Current Level of Performance:*</u><br>2%<br>2 | <u>2013 Expected Level of Performance:*</u><br>Increase the level 4 and 5 students 5% |   |   |   |   |                     |

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|   |   |  |   |   |   |   |                      |
|---|---|--|---|---|---|---|----------------------|
|   |   |  | 2a.2.   | 2a.2.   | 2a.2.                                       | 2a.2.   | 2a.2.                |
|   |   |  | 2a.3  | 2a.3  | 2a.3  | 2a.3  | 2a.3                 |
| <b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b> |   |  | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP/Principal who evaluates teacher | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b.1.<br>Walkthrough |
| <b>Science Goal #2b:</b>  | <u>2012 Current Level of Performance: *</u> | <u>2013 Expected Level of Performance: *</u> |   |   |   |   |                      |
| Improve current level of performance  | 0%  | Increase the level 7 by 5%                   |   |   |   |   |                      |
|   |   |  | 2b.2.   | 2b.2.   | 2b.2.                                       | 2b.2.   | 2b.2.                |
|   |   |  | 2b.3  | 2b.3  | 2b.3  | 2b.3  | 2b.3                 |

*End of Elementary and Middle School Science Goals*



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**Science Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |   |   |
|---|---------------------|----------------------------------|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for Monitoring |
| Science Literacy integration  | K-5                 | Stephanie Whitaker               | School wide  | Ongoing   | Team planning notes, lesson plans   | Stephanie Whitaker                            |
| Science Workshop modeling/Journaling  | 5th                 | Stephanie Whitaker               | 5 <sup>th</sup> grade  | Ongoing   | Observations, exit slips, review of student journal entries, district assessments | Stephanie Whitaker                            |
|   |                     |                                  |  |   |   |   |

**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                       |
| Quarterly science projects   | Science boards and project materials | Title I        | 1000.00                      |
|  |                                      |                | <b>Subtotal: \$1000.00</b>   |
| Technology   |                                      |                |                              |
| Strategy   | Description of Resources             | Funding Source | Amount                       |
| Integration of technology into the curriculum via smart boards, educational software and internet sites. | Technology Specialist                | Title I        | 20,172.47 (50% of salary)    |
|  |                                      |                | <b>Subtotal: \$20,172.47</b> |
| Professional Development   |                                      |                |                              |
| Strategy   | Description of Resources             | Funding Source | Amount                       |
|  |                                      |                |                              |
|  |                                      |                | <b>Subtotal:</b>             |
| Other  |                                      |                |                              |
| Strategy   | Description of Resources             | Funding Source | Amount                       |
| Parent workshop  | Various Science workshop materials   | Title I        | 1000.00                      |
|  |                                      |                | <b>Subtotal:</b>             |
|  |                                      |                | <b>Total: \$21,172.47</b>    |

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*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 |  |   |   |                                  |
|--|--|---|---|--|---|---|----------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |   | Anticipated Barrier                                     | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                  |
| <b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>  |  |   | 1a.1. Insufficient standard based instruction           | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. AP/Principal who evaluates teacher      | 1a.1. Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 1a.1. Walkthrough & Lesson Plans |
| <b>Writing Goal #1a:</b><br>Improve current level of performance   | <b>2012 Current Level of Performance: *</b><br><br>71%<br>(65)<br><br>Level 4 and above<br>13%<br>12 | <b>2013 Expected Level of Performance: *</b><br><br>Decrease number of level 1,2 and 3 students |   |  |   |   |                                  |
|  |  |   | 1a.2. Insufficient standard based instruction           | 1a.2. Implement High Yield Instructional Strategies                                | 1a.2. AP/Principal who evaluates teacher      | 1a.2. Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and  | 1a.2. Walkthrough                |

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|  |   |  |   |   |   |   |
|--|---|--|---|---|---|---|
|  |   |  |   |   | <p>expected outcomes<br/>                 *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br/>                 *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>                       |   |
|  |   | 1a.3.<br>Insufficient standard based instruction | 1a.3.<br>Increase instructional rigor   | 1a.3.<br>AP/Principal who evaluates teacher | 1a.3.<br>Evidence of:<br>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks<br>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks<br>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3.<br>Walkthrough<br>Teacher Appraisal Results |
| <b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b> |   | 1b.1.<br>Insufficient standard based instruction | 1b.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 1b.1.<br>AP/Principal who evaluates teacher | 1b.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class   | 1b.1.<br>Walkthrough & Lesson Plans               |
| <b>Writing Goal #1b:</b>   | <b>2012 Current Level of Performance: *</b> | <b>2013 Expected Level of Performance: *</b>     |   |   |   |   |
| Improve current level of performance   | 0%  | Decrease number of level 1,2 and 3 students      |   |   |   |   |
|  | Level 7 and above<br>0%                     |  |   |   |   |   |

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|  |  |  |       |       |       |  |       |
|--|--|--|-------|-------|-------|--|-------|
|  |  |  |       |       |       | activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson |       |
|  |  |  | 1b.2. | 1b.2. | 1b.2. | 1b.2.  | 1b.2. |
|  |  |  | 1b.3. | 1b.3. | 1b.3. | 1b.3.  | 1b.3. |

*End of Writing Goals*

| 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 |
| District writing training (Elaboration and Conventions)  | 4 <sup>th</sup> grade | District Coaches                    | 4 <sup>th</sup> grade  | Ongoing   | Conferences/observations, Review of Journals at PLC and planning meetings. | Team leader and Principal                     |
| Writing Rubrics and Calibration Papers   | All                   | Team leader/ Coaches, Learning spec | All grades   | Ongoing   | Monthly review of writing pieces and discussions at PLC mtgs.              | Principal                                     |

**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           |
| Writers Response Journals  | Composition books        | Title I        | 200.00           |
|  |                          |                |                  |
|  |                          |                | <b>Subtotal:</b> |
| Technology   |                          |                |                  |
| Strategy   | Description of Resources | Funding Source | Amount           |

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|                          |                          |                |        |
|--------------------------|--------------------------|----------------|--------|
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| Professional Development |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| Other                    |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| <b>Total: \$200.00</b>   |                          |                |        |

**Attendance Goal(s)**

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

| Attendance Goal(s)  |   |  | Problem-solving Process to Increase Attendance |  |   |  |   |
|---|---|--|--|--|---|--|---|
| Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement: |   |  | Anticipated Barrier                            | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
| <b>1. Attendance</b>  |   |  | 1.1<br>Lack of student engagement              | 1.1<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT                                  | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1<br>Decrease in<br>Number of In-School Suspension<br>Number of Students suspended In-School<br>Number of out-of-school suspensions<br>Number of Students suspended out-of-school<br>Number of alternative bell assignments<br>Number of students assigned to alternative bell schedule |
| <b>Attendance Goal #1:</b>  | <b>2012 Current Attendance Rate:</b>  | <b>2013 Expected Attendance Rate: *</b>                                      |  |  |   |  |   |
| Improve current level of performance  | 95%   | Greater than prior year  |  |  |   |  |   |
|   | <b>2012 Current Number of Students with Excessive Absences (10 or more)</b> | <b>2013 Expected Number of Students with Excessive Absences (10 or more)</b> |  |  |   |  |   |
|   | 219   | 10% decrease from prior year   |  |  |   |  |   |

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|  |   |  |      |      |      |      |      |
|--|---|--|------|------|------|------|------|
|  | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |      |      |      |      |      |
|  | 90  | 10% decrease from prior year   |      |      |      |      |      |
|  |   |  | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|  |   |  | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |   |   |
|---|---------------------|----------------------------------|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring             | Person or Position Responsible for Monitoring |
| TIPS Staff training   | All staff           | Social worker                    | School wide  | Oct 2013  | Staff sign in sheets                          | Principal                                     |
| SBLT Attendance Mtgs  | Pre K-5             | SOCIAL WORKER                    | School wide  | Ongoing   | Sign sheets and minutes of SBLT team meetings | Principal                                     |
|   |                     |                                  |  |   |   |   |

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

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

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|                  |                          |                |        |
|------------------|--------------------------|----------------|--------|
|                  |                          |                |        |
| <b>Subtotal:</b> |                          |                |        |
| Other            |                          |                |        |
| Strategy         | Description of Resources | Funding Source | Amount |
|                  |                          |                |        |
| <b>Subtotal:</b> |                          |                |        |
| <b>Total:</b>    |                          |                |        |

*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  |
| <b>1. Suspension</b>  |   |  | 1.1.<br>Lack of Student Engagement             | 1.1.<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT                                  | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1.<br>Decrease in<br>Number of In-School Suspension<br>Number of Students suspended In-School<br>Number of out-of-school suspensions<br>Number of Students suspended out-of-school<br>Number of alternative bell assignments<br>Number of students assigned to alternative bell schedule |
| Suspension Goal #1:   | 2012 Total Number of In-School Suspensions        | 2013 Expected Number of In-School Suspensions        |  |   |   |  |  |
| Improve current level of performance  | 4   | 10% decrease from prior year                         |  |   |   |  |  |
|   | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |  |   |   |  |  |
|   | 4   | 10% decrease from prior year                         |  |   |   |  |  |
|   | 2012 Number of Out-of-School Suspensions          | 2013 Expected Number of Out-of-School Suspensions    |  |   |   |  |  |
|   | 4   | 10% decrease from prior year                         |  |   |   |  |  |
|   | 2012 Total Number of Students Suspended           | 2013 Expected Number of Students                     |  |   |   |  |  |

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

|  |                 |                                 |      |      |      |      |      |
|--|-----------------|---------------------------------|------|------|------|------|------|
|  | Out- of- School | Suspended<br>Out- of-School     |      |      |      |      |      |
|  | 3               | 10% decrease<br>from prior year |      |      |      |      |      |
|  |                 |                                 | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|  |                 |                                 | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**Suspension Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                    |  |  |  |   |
|---|---------------------|------------------------------------|--|--|--|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                    |  |  |  |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader   | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                              | Person or Position Responsible for Monitoring |
| Book study: <i>Teaching Children to Care</i>  | ALL                 | Downes/Allen                       | School wide  | Sept 19, 2012- Ongoing monthly   | Monthly strategies shared at staff meetings by grade level.    | Principal                                     |
| Second Step   | 2-5                 | Whitaker/Price                     | Instructional staff  | September 2012   | Lesson observations, behavior plans, RTI/B database monitoring | Principal                                     |
| District Mentor Program Training  | All                 | Sharon Henderson, Michelle Roberge | All staff not yet trained  | October 2012, Ongoing dates in LMS   | Sign in sheets, LMS transcripts, Check in Check out data       | Principal                                     |

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

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



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

|             |                           |                |                      |
|-------------|---------------------------|----------------|----------------------|
| Second Step | Behavior intervention kit | Title I        | 500.00               |
|             |                           |                | <b>Subtotal:</b>     |
| Other       |                           |                |                      |
| Strategy    | Description of Resources  | Funding Source | Amount               |
|             |                           |                | <b>Subtotal:</b>     |
|             |                           |                | <b>Total: 500.00</b> |

*End of Suspension Goals*

**Parent Involvement Goal(s)**

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

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

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

| Parent Involvement Goal(s)   |   | Problem-solving Process to Parent Involvement  |  |   |  |                     |
|--|---|--|--|---|--|---------------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:  |   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy    | Evaluation Tool     |
| <b>1. Parent Involvement</b><br><u>Parent Involvement Goal #1:</u><br><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> |   | 1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress | 1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress | 1.1. Principal<br>Title I contact             | 1.1. Parent survey and parent questionnaires.          | 1.1. Survey results |
| Improve current level of parent participation at school activities   | <table border="1"> <tr> <td>2012 Current level of Parent Involvement: *</td> <td>2013 Expected level of Parent Involvement: *</td> </tr> <tr> <td>6569</td> <td>Increase by 20%</td> </tr> </table> |  |  |   |  |                     |
| 2012 Current level of Parent Involvement: *  | 2013 Expected level of Parent Involvement: *  |  |  |   |  |                     |
| 6569   | Increase by 20%   |  |  |   |  |                     |
| Portal logins by parents   |   | 1.2. Lack of access to the world wide web.   | 1.2. Invite and provide access to cpu's during the school day.   | 1.2. Principal<br>Title I contact             | 1.2. Sign in sheets, exit slips, training evaluations. | 1.2. Survey results |
|  |   | 1.3.   | 1.3.   | 1.3.  | 1.3.   | 1.3.                |

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

**Parent Involvement Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |   |  |   |   |
|---|---------------------|----------------------------------|---|--|---|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |   |  |   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring             | Person or Position Responsible for Monitoring |
| Reading and Math Strategies at Home   | All                 | Coaches, Learning spec           | School wide   | Oct 2012, Jan 2013   | Sign in sheets, Surveys, Workshop evaluations | Coaches, Learning spec                        |
| FCAT for Families   | Grades 3-5          | Coaches, Learning spec           | Grades 3-5  | January 2013   | Sign in sheets, Surveys, Workshop evaluations | Coaches, Learning spec                        |
| Science Night   | ALL                 | AP Intern                        | All grades  | December 2012  | Sign in sheets, Surveys, Workshop evaluations | AP Intern/Principal                           |

**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            |
| Science Night Workshop   | Science workshop materials          | Title I        |                   |
| Reading and Math support at home trainings   | Books, math manipulatives, etc.     | Title I        |                   |
| FCAT for Families Workshop   | Copies of FCAT 2.0 sample materials | Title I        |                   |
|  |                                     |                | <b>\$3,176.62</b> |
| Technology   |                                     |                |                   |
| Strategy   | Description of Resources            | Funding Source | Amount            |
| Parent Portal Training   | Computers                           |                |                   |
|  |                                     |                | <b>Subtotal:</b>  |
| Professional Development   |                                     |                |                   |
| Strategy   | Description of Resources            | Funding Source | Amount            |
|  |                                     |                |                   |
|  |                                     |                |                   |

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

|  |  |                | <b>Subtotal:</b>            |
|--|--|----------------|-----------------------------|
| Other  |  |                |                             |
| Strategy   | Description of Resources                                   | Funding Source | Amount                      |
| Providing light refreshments at parent trainings |  | Title I        | 1,500.00                    |
| Central printing                                 | Parent tip sheets and materials for instructional support. | Title I        | 1,000.00                    |
| Mailings   | Postage for workshop and meeting reminders.                | Title I        | 400.00                      |
|  |  |                | <b>Subtotal: \$2,900.00</b> |
|  |  |                | <b>Total: \$6076.62</b>     |

*End of Parent Involvement Goal(s)*

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

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

| STEM Goal(s)   | Problem-Solving Process to Increase Student Achievement |   |   |   |  |
|--|---|---|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement:  | Anticipated Barrier                                     | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool                                |
| <b>STEM Goal #1:</b><br><b>The SBLT will utilize district resources to learn more about STEM and based on school needs develop a plan for next year.</b> | 1.1.<br>Time to meet and plan                           | 1.1.<br>Research practices that involve the development of math and science | 1.1.<br>School based leadership team          | 1.1.<br>Meeting minutes and action plan             | 1.1.<br>An increase in math and science scores |
|  | 1.2.  | 1.2.  | 1.2.  | 1.2.  | 1.2.   |
|  | 1.3.  | 1.3.  | 1.3.  | 1.3.  | 1.3.   |

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**STEM Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |                                    |   |
|---|---------------------|----------------------------------|--|---|------------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |                                    |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring  | Person or Position Responsible for Monitoring |
| STEM Introduction training  | All grades          | Grade level teams                | Classroom teachers   | June 2013   | Meeting minutes and sign in sheets | Principal                                     |
|   |                     |                                  |  |   |                                    |   |
|   |                     |                                  |  |   |                                    |   |

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

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| Strategy         | Description of Resources | Funding Source | Amount |
|------------------|--------------------------|----------------|--------|
|                  |                          |                |        |
|                  |                          |                |        |
| <b>Subtotal:</b> |                          |                |        |
| <b>Total:</b>    |                          |                |        |

*End of STEM Goal(s)*

**Additional Goal I Wellness (s)**

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

| Additional Goal(s)  |  |   | Problem-Solving Process to Increase Student Achievement                             |  |   |   |  |
|---|--|---|---|--|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: |  |   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| <b>1. Additional Goal: Wellness</b>   |  |   | 1.1.A:<br>Failure to form a Healthy School Team.                                    | 1.1.A:<br>Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a> | 1.1.A:<br>Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse) | 1.1.A:<br>Completion of 6th Step of the Healthy School Program online (Celebrate Successes) | 1.1.A:<br>Healthy School Inventory (Evaluate Your School) online |
| <b>Additional Goal #1:</b><br>Improve current level of performance                      | 2012 Current Level: *<br><br>A Data (Options):<br>Not yet meeting Bronze Level on Healthy Schools Inventory<br><br>B Data:<br>Being Fit Matters/Fitness gram Data by school will be inserted here. | 2013 Expected Level: *<br><br>Options Set A:<br>Meeting Bronze Level on Healthy Schools Inventory<br><br>B Data:<br>Being Fit Matters/Fitness gram<br>The percentage of students achieving the Healthy Fineness Zone for all six assessments of Being Fit Matters will improve by | 1.1.B:<br>Failure to assess students and upload Being Fit Matters/Fitness gram data | 1.1.B:<br>Complete Pre and Post Being Fit Matters/Fitness gram student assessments and upload data   | 1.1.B:<br>Physical education teachers   | 1.1.B:<br>Compare Pre and Post Being Fit Matters/Fitness gram student assessments results   | 1.1.B:<br>Being Fit Matters Statistical Report (Portal)          |

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|  |  |   |      |      |      |      |      |
|--|--|---|------|------|------|------|------|
|  |  | 5% from the fall, 2012 pre assessment to the end of course post assessment. |      |      |      |      |      |
|  |  |   | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|  |  |   | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**Additional Wellness Goals Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |                                   |   |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |                                   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Health Standards Training   | Pre K-5             | Wellness Coordinator             | School-wide  | Monthly early release/one PLC per grading period  | Lesson Plans/PLC minutes          | Principal                                     |

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

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

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|          |                          |                |                  |
|----------|--------------------------|----------------|------------------|
| Other    |                          |                |                  |
| Strategy | Description of Resources | Funding Source | Amount           |
|          |                          |                |                  |
|          |                          |                |                  |
|          |                          |                | <b>Subtotal:</b> |
|          |                          |                | <b>Total:</b>    |

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

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

| Additional Goal(s)  |                                     |   | Problem-Solving Process to Increase Student Achievement |                                   |   |  |                                    |
|---|-------------------------------------|---|---|-----------------------------------|---|--|------------------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: |                                     |   | Anticipated Barrier                                     | Strategy                          | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                    |
| <b>1. Additional Goal: Black Academic Achievement</b>                                   |                                     |   | 1.1.<br>Lack of differentiation of instruction          | 1.1.<br>Differentiate Instruction | 1.1.<br>AP who evaluates teacher              | 1.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes | 1.1.<br>Lesson Plans & Walkthrough |
| <b>Additional Goal #1:</b>  | <u>2012 Current Level: *</u>        | <u>2013 Expected Level: *</u>                                 |   |                                   |   |  |                                    |
| There will be an increase in black student achievement                                  | Reading level 3 and above: 18% (27) | All black students to make learning gains in reading and math |   |                                   |   |  |                                    |
|   | Math Level 3 and above: 14% (20)    |   |   |                                   |   |  |                                    |

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|  |  |  |      |      |      |                                |      |
|--|--|--|------|------|------|--------------------------------|------|
|  |  |  |      |      |      | varying degrees of difficulty. |      |
|  |  |  | 1.2. | 1.2. | 1.2. | 1.2.                           | 1.2. |
|  |  |  | 1.3. | 1.3. | 1.3. | 1.3.                           | 1.3. |

**Additional MOU Goals Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |   |   |
|---|---------------------|----------------------------------|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                           | Person or Position Responsible for Monitoring |
| Book study: <i>Teaching Children to Care</i>  | ALL                 | Downes/Allen                     | School wide  | Sept 19, 2012- Ongoing monthly  | Monthly strategies shared at staff meetings by grade level. | Principal                                     |
|   |                     |                                  |  |   |   |   |
|   |                     |                                  |  |   |   |   |

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

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

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|                  |                          |                |        |
|------------------|--------------------------|----------------|--------|
|                  |                          |                |        |
| <b>Subtotal:</b> |                          |                |        |
| Other            |                          |                |        |
| Strategy         | Description of Resources | Funding Source | Amount |
|                  |                          |                |        |
| <b>Subtotal:</b> |                          |                |        |
| <b>Total:</b>    |                          |                |        |

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

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

| <b>Additional Goal(s)</b>   |   |   | <b>Problem-Solving Process to Increase Student Achievement</b> |   |   |  |  |
|---|---|---|--|---|---|--|--|
| Based on the analysis of school data, identify and define areas in need of improvement: |   |   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
| <b>1. Additional Goal: Student Engagement for Black Students</b>                        |   |   | 1.1.<br>Lack of Student Engagement                             | 1.1.<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT                                  | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1.<br>Decrease in<br>Number of In-School Suspension<br>Number of Students suspended In-School<br>Number of out-of-school suspensions<br>Number of Students suspended out-of-school<br>Number of alternative bell assignments<br>Number of students assigned to alternative bell schedule |
| <b>Additional Goal #1:</b>  | <u>2012 Current Level: *</u>  | <u>2013 Expected Level: *</u>   |  |   |   |  |  |
| There will be an increase in black student engagement                                   | School data for 15%(106) of black students receiving referrals found on EDS: School Wide Behavior Plan report | Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions |  |   |   |  |  |
|   |   |   | 1.2.   | 1.2.  | 1.2.  | 1.2.   | 1.2.   |
|   |   |   | 1.3.   | 1.3.  | 1.3.  | 1.3.   | 1.3.   |

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**Additional MOU III Goals Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                    |  |   |   |   |
|---|---------------------|------------------------------------|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                    |  |   |   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader   | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for Monitoring |
| Engagement activities. (ie: morning meetings)   | All                 | Team Leaders                       | School wide  | Ongoing   | SBLT meeting discussions and discussions at PLC's.  | Principal                                     |
| Mentor Training   | All                 | Sharon Henderson, Michelle Roberge | All staff not yet trained  | Ongoing   | Mentors will be assigned to an African American student and will provide feedback to classroom teachers monthly via PLC, SBLT mtgs. | Principal                                     |
|   |                     |                                    |  |   |   |   |

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

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

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|            |                        |  |                  |
|------------|------------------------|--|------------------|
| Mentorship | Faculty and volunteers |  |                  |
|            |                        |  |                  |
|            |                        |  | <b>Subtotal:</b> |
|            |                        |  | <b>Total:</b>    |

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

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

| <b>Additional Goal(s)</b>   |                              |                               | <b>Problem-Solving Process to Increase Student Achievement</b> |   |   |  |   |
|---|------------------------------|-------------------------------|--|---|---|--|---|
| Based on the analysis of school data, identify and define areas in need of improvement: |                              |                               | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                           |
| <b>1. Additional Goal: Black graduation rate</b>  |                              |                               | 1.1.<br>Lack of Student Engagement                             | 1.1.<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT                                  | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1.<br>Increase in black graduation rate |
| <u>Additional Goal #1:</u>  | <u>2012 Current Level: *</u> | <u>2013 Expected Level: *</u> |  |   |   |  |   |
| There will be an increase in black student graduation rate                              |                              |                               |  |   |   |  |   |
|   |                              |                               | 1.2.   | 1.2.  | 1.2.  | 1.2.   | 1.2.                                      |
|   |                              |                               | 1.3.   | 1.3.  | 1.3.  | 1.3.   | 1.3.                                      |

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**Additional MOU Goals Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |   |   |
|---|---------------------|----------------------------------|--|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |   |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                           | Person or Position Responsible for Monitoring |
| Book study: <i>Teaching Children to Care</i>  | ALL                 | Downes/Allen                     | School wide  | Sept 19, 2012- Ongoing monthly  | Monthly strategies shared at staff meetings by grade level. | Principal                                     |
|   |                     |                                  |  |   |   |   |
|   |                     |                                  |  |   |   |   |

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

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

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|                  |
|------------------|
| <b>Subtotal:</b> |
| <b>Total:</b>    |

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

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

| <b>Additional Goal(s)</b>  |                              |                               | <b>Problem-Solving Process to Increase Student Achievement</b> |                                   |   |   |  |
|--|------------------------------|-------------------------------|--|-----------------------------------|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement:      |                              |                               | Anticipated Barrier  | Strategy                          | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| <b>1. Additional Goal: Black advanced Coursework</b>   |                              |                               | 1.1.<br>Lack of differentiation of instruction                 | 1.1.<br>Differentiate Instruction | 1.1.<br>AP who evaluates teacher              | 1.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 1.1.<br>Lesson Plans & Walkthrough<br><br>Professional Development includes equity and cultural responsiveness |
| <u>Additional Goal #1:</u>   | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> |  |                                   |   |   |  |
| There will be an increase percent of black students enrolled in rigorous advanced coursework | N/A                          | Increase from prior year      |  |                                   |   |   |  |
| There will be an increase in performance of black students in rigorous advanced coursework   |                              |                               |  |                                   |   |   |  |
|  |                              |                               | 1.2.   | 1.2.                              | 1.2.  | 1.2.  | 1.2.   |
|  |                              |                               | 1.3.   | 1.3.                              | 1.3.  | 1.3.  | 1.3.   |

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**Additional MOU Goals Professional Development**

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

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

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

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|  |  |  |                  |
|--|--|--|------------------|
|  |  |  |                  |
|  |  |  | <b>Subtotal:</b> |
|  |  |  | <b>Total:</b>    |

*End of Additional Goal(s)*

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

Please provide the total budget from each section.

|                                  |                             |
|----------------------------------|-----------------------------|
| <b>Reading Budget</b>            | <b>Total: \$ 174,963.58</b> |
| <b>Mathematics Budget</b>        | <b>Total: 81,663.95</b>     |
| <b>Science Budget</b>            | <b>Total: \$21,672.47</b>   |
| <b>Writing Budget</b>            | <b>Total: \$200.00</b>      |
| <b>Attendance Budget</b>         | <b>Total:0</b>              |
| <b>Suspension Budget</b>         | <b>Total: \$500.00</b>      |
| <b>Dropout Prevention Budget</b> | <b>Total:0</b>              |
| <b>Parent Involvement Budget</b> | <b>Total: \$6,076.62</b>    |
| <b>Additional Goals</b>          | <b>Total: 0</b>             |
| <b>Grand Total: \$285,076.62</b> |                             |

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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 checked="" 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.  |
| Review of school data. Information presented to members regarding strategies to raise the percentage of students meeting expectations, review of SIP and parent involvement activities. |

| Describe the projected use of SAC funds. | Amount |
|--|--------|
| Supplemental Instructional materials     |        |
|  |        |
|  |        |