

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: 3511 Ridgecrest Elementary School	District Name: Pinellas County Schools
Principal: Michael Moss	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Jennifer Muller	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Michael Moss	M.Ed	0	10	Principal Fuguitt Elementary: 2007-2012 Letter Grade A. 2011-12 FCAT: Reading 70%, Math 68%; Learning Gains: Math 74%, Reading 72%; Lowest 25% Learning Gains: Math 72%, Reading 73%.
Assistant Principal	Cindy Bennett	Ed.S	1	12	2011-12 FCAT: Reading 71%, Math 69%; Learning Gains: Math 76%, Reading 77%; Lowest 25% Learning Gains: Math 59%, Reading 68%.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Stephanie Middleton	M.Ed	0	0	

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 on-going professional development.	Leadership Team	On-going
2. Develop a positive school-wide culture that promotes collaboration, professional learning communities, and high expectations.	Leadership Team	On-going
3. Provide opportunities for Level 2 and Level 3 Interns	Leadership Team	On-going
4. Provide all new teachers to Ridgcrest with an Edge Mentor	Leadership Team	On-going

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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
At this time currently zero	

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
48	2% (1)	15% (7)	52% (25)	31% (15)	35% (17)	96%	0% (0)	8% (4)	21% (10)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Patricia Stuart	Reyna Costanzo	Gifted and Spanish Immersion Team	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
Ellyn Celeste	Lauren DeFina	Physical Education	
Sharon Gage	Laura Bassett	First Grade	

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			co-teaching lessons
Stephanie Willis	Katherina Crowder	Fifth Grade Teacher	

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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 N/A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda -Team members have assigned grade level PLCs to attend to serve as a bridge between the SBLT and grade levels to facilitate communication. Meeting time: Meets every Tuesday 10:00 – 11:00 AM, Grade Level Data Reviews every eight weeks
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? RTI strategies are incorporated throughout the plan through differentiated instruction, the literacy intervention block, and data reviews.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Academics: Review FAIR, Dibels Next for Tier 2 OPM, AIMS Web for Tier 3. Behavior: Review Discipline Referrals, Anecdotal Records, Point Cards, Behavior Scales, Frequency Charts.
Describe the plan to train staff on MTSS. Conduct school-wide PLCs and data meetings discussing RTI implementation.
Describe the plan to support MTSS. Members of the SBLT are assigned to grade levels and will attend PLCs to serve as a link between the SBLT and teachers.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Grade level Team Leaders, Media Specialist, Administrators, and Literacy Coach comprise the LLT.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - Providing scaffolding that does not preempt or replace text reading by students
 - Developing and asking text dependent questions from a range of question types
 - Emphasizing students supporting their answers based upon evidence from the text
 - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?

-Support for instructional skills to improve reading comprehension

-Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

-Improve our process to promote independent reading at home for students through a daily reading log and incentives for reaching reading goals

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.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			Instruction does not provide student with sufficient opportunity to reason and think through complex text.	Model practical ways of thinking through complex processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints drawing conclusions, making claims, justifying reasoning based on evidence text).	Administrators	Analysis of reading logs and conferring notes. Disaggregation of available student data to determine increase in student achievement.	Ongoing progress monitoring data, FAIR, Running Records, Common Assessments & FCAT data.
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	(15%) (64)	Decrease level 1&2 from 30% to 20%					
			Lack of personnel available to provide small group support	Review and compare the data on the individual strands on the 2010, 2011 and 2012 FCAT's. Look for downward trends and implement FCIM lessons to target areas that require improvement. Utilize ELP funds to hire HQ teacher to help with intervention strategies during the school day so the intervention groups	Administrators	Periodic review of data trends by Leadership Team and teachers. PLC & data chat discussions of data.	Formative Assessments (FAIR, weekly assessments, Common Assessments, K/1 running records) Size of reading intervention groups and documented delivery of services to Tier 3 students.

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			will be smaller.			
		Instruction is not adjusted based on assessment of students' literacy needs	Frame learning objectives around relevant, student friendly essential questions. Teachers will provide explicit instruction based on data from the specific clusters.	Administrators	Grade- level teams and /or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes as needed.	Student Work other than Assessments
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.						
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	67%	Decrease level 1,2,3				
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	
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.						
Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	54% (230)	Increase level 4 and 5 by 5%	Instruction does not include a variety of practices that promote active student discussion and writing to elaborate on complex text.	Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g., classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study).	Administrators	Grade- level teams and /or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes as applicable.
			Available resources	Model practical ways of thinking through complex processes (e.g.,	Reading Coaches	Grade- level teams and /or PLC's gather and review student data, engage in data based
						Formative Assessments (FAIR, weekly assessments, Common Assessments, K/1 Running records)
						Formative Assessments (FAIR, weekly assessments, Common Assessments, K/1 Running records)

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			previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints drawing conclusions, making claims, justifying reasoning based on evidence text).		discussions (e.g. Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes as applicable.	
		Appropriate level of cognitive/text complexity needed	Add high interest books with higher lexile levels to classroom libraries	Teachers	Reading conference notes and logs.	Reading conference notes and logs.
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Administrators	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *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 *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
Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	33%	Increase level 7 by 5%				
			2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			Increasing number of students who need additional support	Align daily lessons across the content areas to incorporate Common Core literacy standards.	Administrators	Grade- level teams and/or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Formative Assessments (FAIR weekly assessments, Common Assessments, K/1 Running Records) Monitoring reading lesson plans.
Reading Goal #3a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	76%	100%					
			Decrease in available support services	Teachers will provide differentiated instruction in specific reading strategies through small group instruction.	Administrators	Grade- level teams and/or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Formative Assessments (FAIR weekly assessments, Common Assessments, K/1 Running Records)
			Appropriate level of cognitive/text complexity needed.	Add books with higher lexile levels to classroom libraries.	Literacy Team	School administrators conduct classroom walkthroughs to collect data and validate strategy use.	Classroom Walkthrough Tools.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. Administrators	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific	3b.1. School Summary of observation section of teacher appraisal results State instructional walkthrough when applicable
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance		100%					

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						learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			Appropriate level of cognitive/ text complexity needed.	Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g. classroom walkthroughs, instructional rounds, strategy walks, peer visits and lesson study). Book Study "Strategies that Work Teaching Comprehension to Enhance Understanding" Stephanie Harvey & Anne Goudivis	Administrators	Grade- level teams and/or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Formative Assessments (FAIR weekly assessments, Common Assessments, K/1 Running Records)
<u>Reading Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	68%	100%					
			Time constraints limit teacher's	Align Professional Learning Communities	Administrators	Grade- level teams and/or PLC's gather and review student data,	Reflection

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		ability to meet the needs of individual students.	(PLC's) to engage teachers in literacy improvement activities where inquiry, analysis of student work and walkthrough data drive continuous improvement.		engage in data based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	
		Parental consent/transportation for after school extended day learning program beyond the regular school day.	Hire HQ hourly teacher using Extended learning program funds to provide reading interventions before, during & after school that provides explicit instruction based on the Phonics continuum and comprehension.	Administrators	Student progress is carried over into the classroom and students are able to apply the strategies to grade level specific text.	Classroom Walkthrough Tools and Student Data.
<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4b:</p> <p>Improve current level of performance</p>		<p>2012 Current Level of Performance:*</p> <p>2013 Expected Level of Performance:*</p> <p>100%</p>	<p>4b.1. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. Administrators</p> <p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of</p>	<p>4b.1. Lesson Plans & Walkthrough</p>

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						difficulty.	
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 76	80	84	88	92	96	100
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			Providing differentiated instruction based on all the individual needs within the allotted time restraints.	Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g. classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study).	Administrators Literacy Coach	Grade- level teams and/or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Ongoing progress monitoring data, FAIR, Running Records and FCAT data.
<u>Reading Goal</u> #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Time constraints limit teacher's ability to meet the needs of individual Students.	Align Professional Learning Communities (PLC's) to engage teachers in literacy improvement activities where: inquiry, analysis of student work and walkthrough data, drive continuous improvement. ERELM Teachers and reading teachers will provide explicit research based interventions based on student needs beyond the 90 minute block in Reading Club and ELP	Administrators Literacy Team	Grade- level teams and/or PLC's gather and review student data, engage in data based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable. School-based Leadership Teams gather and review student data, engage in data-based discussions (e.g. ATLAS protocol) and make recommendations for changes when applicable	Reflection Formative Assessments (FAIR weekly assessments, Common Assessments, K/1 Running Records)
Improve current level of performance	White:184 63% Black: 23 8% Hispanic: 19 6% Asian: 49 17% American Indian: 0 0%	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
			Parental consent/ transportation for after school extended day learning program beyond the regular school day.	Hire HQ hourly teacher using Extended learning program funds to provide reading interventions before, during & after school that provides explicit instruction based on the Phonics continuum and comprehension.	Administrators	Student progress is carried over into the classroom and students are able to apply the strategies to grade level specific text.	Classroom Walkthrough Tools and Student Data.

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		Parental Involvement	Family Literacy Nights targeted to parents and their children		Correlation of families that attended and their children's improvement in reading skills.	Formative Assessments (FAIR weekly assessments, Common Assessments, K/1 Running Records)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. Administrators	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	31%	100% of ELL students to make a learning gain An increase in proficiency by 10%				
			5C.2.	5C.2.	5C.2.	5C.2.
		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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5d.1. Lack of	5d.1. Differentiate	5d.1. Administrators	5d.1. Content materials are differentiated	5d.1. Lesson Plans & Walkthrough

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<p>Reading Goal #5D:</p> <p>Improve current level of performance</p>	<p>2012 Current Level of Performance: 42% 11</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of all SWD students to make a learning gain An increase in proficiency by 10%</p>	<p>differentiation of instruction</p>	<p>Instruction</p>		<p>by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments</p>	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
				5D.3.	5D.3.	5D.3.	5D.3.
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>			<p>Lack of available support services,</p>	<p>Teachers will provide differentiated instruction in identified specific reading strategies and will provide follow up instruction on how to apply these same strategies to grade level, content specific text, through small group and or individual instruction as needed</p>	<p>Administrators Reading Coaches</p>	<p>Teachers will review FAIR Data and classroom assessments to determine the percent of students scoring low within specific cluster areas. Teachers assess students on the use of specific reading strategies to determine if students know when and how to apply the strategies.</p>	<p>Formative Assessments (FAIR, weekly assessments, Common Assessments, K/1 Running Records).</p>
<p>Reading Goal #5E:</p> <p>Improve current level of performance</p>	<p>2012 Current Level of Performance: 41%</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of economically disadvantaged students will learning gain An increase in proficiency by 10%</p>					
			<p>Closing the gap in achievement</p>	<p>Implementing FCIM lessons as part of the</p>	<p>Administrators will monitor for</p>	<p>Analysis of mini-assessment data</p>	<p>FCIM mini-assessments developed by district for ongoing progress</p>

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		for students who are already a year behind in reading achievement, when students may not be available for before and/or after school instruction	reading core curriculum for all students	integration into lesson plans and delivery of instruction in classrooms.		monitoring of FCIM lesson effectiveness
		Parental consent/ Transportation for after school extended day learning beyond the regular school day	Extended learning program after school that provides explicit instruction based on the Phonics continuum and Comprehension.	Extended day Teacher	Student progress is carried over into the classroom and students are able to apply the strategies to grade level specific text.	Classroom Walkthrough Tools Student data

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of FAIR Ongoing Progress Monitoring Tools instruction for teachers	K-5 Reading	District Reading Coach	Grades K-2 and Grades 3-5	Monthly Staff meetings & Weekly PLC's	Evidence of teacher use of OPM Tools from FAIR Toolkit through PLC's for Data Review	Principal and Assistant Principal
Pinellas Vocabulary Project Word Work Routines, Readers Workshop	K-5 Reading	District Reading Coach	Monthly PLC's	Monthly Staff meetings & Weekly PLC's	Evidence of teacher use of routines	Principal and Assistant Principal
Analysis of FAIR data after each AP to help teachers drive instruction & Conference with	K-5 Reading	District Reading Coach	Primary and intermediate	Monthly Staff meetings & Weekly PLC's	Teacher data review with peers and parents	Principal and Assistant Principal

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parents.						
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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
Book of the Month	Each teacher provided with the monthly book to promote literacy.	Donatations, PTA	1,000.00
Provide students with a rich genre of books in classroom libraries	Purchase grade level non-fictions books for classroom libraries.	Internal Funds	1,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use research based applications for the IPAD	Literacy Applications	Internal Funds	200.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. Administrators	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions 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 *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<u>CELLA Goal #1:</u> Improve current level of performance Number CELLA tested: 18	2012 Current Percent of Students Proficient in Listening/Speaking: 39% 7					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. Administrators	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to	2.1. Lesson Plans & Walkthrough

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					meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
CELLA Goal #2:	<u>2012 Current Percent of Students Proficient in Reading :</u>	Insufficient standard based instruction	Implement High Yield Instructional Strategies	Administrators	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction;	Walkthrough
Improve current level of performance	11% 2					

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					Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3:	<u>2012 Current Percent of Students Proficient in Writing :</u>	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	Administrators	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout	Walkthrough & Lesson Plans
Improve current level of performance	17% 3					

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					the lesson	
		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
			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]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Evidence based interventions are not matched to students individual needs	Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Administrators	School administrators conduct classroom walkthroughs to collect data and validate strategy use.	Classroom Walkthrough Tools & Lesson Plans
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1a:							
Improve current level of performance	75 18%	Decrease in level 1 and 2 from 32% To 22%					
			Lack of Training availability	Utilize Everyday Counts math curriculum for focused skill instruction and review	Administrators	School administrators conduct classroom walkthroughs to collect data and validate strategy use.	Classroom Walkthrough Tools
			Ample opportunities are not provided for students to interact with technology that supports what they are learning	Students receive in class differentiated instruction to help students meet deficiencies	Administrators	Grade level teams and/or PLC’s gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Assessment Data (e.g. FCAT, FAIR, FCIM Activities, District Common Assessments & other classroom assessments)
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.2. Insufficient	1b.2. Implement High Yield	1b.2. Administrators	1b.2. Determine:	1b.2. Walkthrough

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<u>Mathematics Goal #1b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 67%	<u>2013 Expected Level of Performance:*</u> Decrease in level 1,2 and 3	standard based instruction	Instructional Strategies		*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 *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *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
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.			Lack of sufficient access to computer labs	Incorporate the use of technology based enrichments such as Destination Math, Brain Pop & FCAT Explorer	Technology Technician	School administrators conduct classroom walkthroughs to collect data and validate strategy.	Student Work Other than Assessments, i.e., evidence to support student use of Destination Math, Brain Pop & FCAT Explorer.
<u>Mathematics Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 50%	<u>2013 Expected Level of Performance:*</u> Increase in level 4 and 5 by 5%					

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			Math Coach support is not provided by the district	Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Administrators	Grade level teams and/or PLC's gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Common Assessments Formative Assessments such as exit slips, using mathematical probes, purposeful questions for understanding
			No SIP funds are available for professional development or TDE's for curriculum enrichments	Use questioning techniques at various cognitive levels to promote learning.	Administrators	Grade level teams and/or PLC's gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Classroom Walkthrough Tools and Lesson Plans
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Administrator	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *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 *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to	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	0%	Increase in level 7 by 5%					

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						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
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			Students enter math courses not having achieved previous grade level proficiency	Students receive in class differentiated instruction to help students meet math deficiencies.	Administrators	School-based Leadership Teams gather and review student data, engage in data-based discussions (e.g. ATLAS protocol) and make recommendations for changes, when applicable.	Assessment Data (e.g. FCAT, FAIR, FCIM activities, Glencoe OEG, District Common Assessments, EOC’s, other classroom assessments)
Mathematics Goal #3a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	73%	100% of students will make a learning gain					
			No SIP funds are available for professional development or TDE’s for curriculum enrichment Limited Parental Involvement	Incorporate hands-on and real world problem solving activities into Math Field Days, Math Workshops and Family Nights.	Administrators	Grade level teams and/or PLC’s gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Assessment Data (e.g. FCAT, FAIR, FCIM activities, Glencoe OEG, District Common Assessments, EOC’s, other classroom assessments)
			No funding available for additional math support and lack of transportation for after school tutoring programs.	Utilize Intensive Math tutoring and / or pull out instruction to address deficiencies.	Administrators	Formative Assessments using probes to uncover student thinking in Mathematics, Teacher observation and anecdotal notes.	Assessment Data (e.g. FCAT, FAIR, FCIM activities, Glencoe OEG, District Common Assessments, EOC’s, other classroom assessments)

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics Goal</u> #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	73%	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.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.			Math coach support from the district has been removed this year.	Tier 1- Determine core instructional needs by reviewing Common Assessment data for all students within bottom	Administrators	Grade level teams will review results of assessment data every 6 weeks to determine progress toward benchmark (75% on Common Assessment) Tier 1	Assessment Data (e.g. FCAT, FAIR, Glencoe OEG, FCIM activities, District Common Assessments, EOC’s, other
<u>Mathematics Goal</u> #4a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Improve current level of performance	56%	100% of students will make a learning gain	No SIP funds available for professional development or TDE's for curriculum	quartile. Plan differentiated instruction using evidence based instruction/ interventions within mathematics blocks.			classroom assessments).
			Math coach support from the district has been removed this year. No SIP funds available for professional development or TDE's for curriculum	Tier 2 – Plan supplemental instruction for students not responding to core instruction. Focus of instruction is determined by review of Common Assessment data and will include instruction, modeled instruction, guided practice and independent practice Supplemental group or individual instruction is provided in addition to core instruction.	Team Leaders	Grade level teams will review results of assessment data every 4 weeks to determine progress toward benchmark	Assessment Data (e.g. FCAT, FAIR, Glencoe OEG, FCIM activities, District Common Assessments, EOC's, other classroom assessments).
			Math coach support from the district has been removed this year. No SIP funds available for professional development or TDE's for curriculum	Tier 3 – Plan targeted intervention for students not responding to core plus supplemental instruction, using problem-solving process. Interventions will be matched to individual student needs, evidence based, and provided in addition to core instruction	Administrators	Formative Assessments using probes to uncover student thinking in Mathematics, Teacher Observation and anecdotal notes.	Common Assessments and problem solving worksheet data results.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. Administrators	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse	4b.1. Lesson Plans & Walkthrough
Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	56%	100% of students will make a					

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		learning gain				<p>learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
			<p>4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>4b.2. Create intervention that support core instructional goals and objectives</p>	<p>4ab.2. SBLT</p>	<p>4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>	<p>4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs</p>

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		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.											
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017										
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	77	79	81	83	85	87	89										
<u>Mathematics Goal #5A:</u> 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											
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		Evidence based interventions are not matched to students individual needs.	Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Administrators	Formative Assessments using probes to uncover student thinking in mathematics, Teacher Observation and anecdotal notes	Common Assessments Formative Assessments such as exit slips, using mathematical probes, purposeful questions for understanding											
<u>Mathematics Goal #5B:</u> Improve current level of performance	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>White: 63% 181</td> <td>100% of student subgroups will make learning gains</td> </tr> <tr> <td>Black: 6% 18</td> <td>An increase in proficiency by 10%</td> </tr> <tr> <td>Hispanic: 7% 20</td> <td>:</td> </tr> <tr> <td>Asian: 18% 0</td> <td></td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: 63% 181	100% of student subgroups will make learning gains	Black: 6% 18	An increase in proficiency by 10%	Hispanic: 7% 20	:	Asian: 18% 0							
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>																
White: 63% 181	100% of student subgroups will make learning gains																
Black: 6% 18	An increase in proficiency by 10%																
Hispanic: 7% 20	:																
Asian: 18% 0																	

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	American Indian: 0% 0						
			No SIP funds available for professional development or TDE's for curriculum enrichment. Many black students also fall into the category of economically disadvantaged and lack funds for home resources.	Increase student opportunities to utilize technology and hands-on activities to reinforce mathematic concepts, during school hours and extend afterschool programs such as Math Monday and Family Math Workshops.	Learning Specialist	Routinely assess students' progress to determine effectiveness of specific interventions.	Progress monitoring for mastery of specific skills.
			Students enter math courses not having achieved previous grade level proficiency	Students receive in class differentiated instruction to help students meet math deficiencies.	Principal	Grade level teams and/or PLC's gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Student work other than assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. Administrators	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and	5c.1. Lesson Plans & Walkthrough
<u>Mathematics Goal #5C:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	36%	100% of ELL students will make learning gains An increase					

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		in proficiency by 10%				questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. Administrators	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are	5d.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	37%	100% of SWD students will make learning gains An increase in proficiency by 10%					

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						flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Evidence based interventions are not matched to students individual needs	Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Administrators	Formative Assessments using probes to uncover student thinking in mathematics, Teacher Observation and anecdotal notes	FCAT, Common Assessments Formative Assessments such as exit slips, using mathematical probes, purposeful questions for understanding.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
#5E: Improve current level of performance	37%	100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10%					
			No SIP funds available for professional development or	Increase student opportunities to utilize technology and hands-on activities to reinforce	Classroom Teachers and/or Learning Specialist	Routinely assess students’ progress to determine effectiveness of specific interventions.	Progress monitoring for mastery of specific skills.

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		TDE's for curriculum enrichment. Many black students also fall into the category of economically disadvantaged and lack funds for home resources.	mathematic concepts, during school hours and extend afterschool programs such as Math Monday and Family Math Workshops.			
		Students enter math courses not having achieved previous grade level proficiency	Students receive in class differentiated instruction to help students meet math deficiencies.	Principal, Learning Specialists, Classroom Teachers	Grade level teams and/or PLC's gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Student work other than assessments.

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
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			Core instruction and assessments that are not aligned to summative assessments (FCAT 2.0)	Conduct Science Days to enrich curriculum. Students will receive direct instruction on Science Concepts aligned with FCAT.	Administrators	Analyze Science Day Pre and Post Test Data in 5 th grade PLC's.	Science Day pre and post tests.
Science Goal #1a:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	19% 25	Decrease the number of level 1 and 2					
			Core instruction and assessments that are not aligned to summative assessments (FCAT 2.0, EOC item specifications.)	Crate hands on lessons and lessons using direct instruction. All lessons will be aligned to NGSSS.	Administrators	Grade level teams and/or PLC's gather and review student data, engage in data-based discussions (e.g. Quality Quest protocol, looking at Student Work protocol) and make recommendations for changes when applicable.	Analysis of science common assessment, data classroom science assessment and science probes for misconceptions data during grade level data chats.
			Students lack background information relating to science concepts.	Students will engage in a lab or hands-on activity a minimum of once per week.	Administrators	School Administrators and Science teachers review Common Assessment Data to analyze effectiveness of labs.	Lesson Plans, Common Assessments
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and	1b.1. Administrators	1b.1. Determine Lesson: *Is aligned with a course	1b.1. Walkthrough & Lesson Plans

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Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 50%	2013 Expected Level of Performance:* Decrease the number of level 1,2, and 3		learning goals in each lesson		standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *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.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			Teacher's lack of knowledge about the new Science FCAT test.	Allow teachers to take additional professional development courses to learn about the new test. (ex. FCAT Science preparation courses)	Administrators	Teacher evaluation to include IPDP's of 5 th grade teachers	IDPD's of 5 th grade teachers.
Science Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 61%	2013 Expected Level of Performance:* Increase the level 4 and 5 students 5%					
	82						

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			Students' lack of advanced Science Vocabulary	Direct instruction on Science Days in advanced science vocabulary	Administrators	Analysis of Pre and Post Tests dealing with advanced Vocabulary in Science in the 5 th grade. Common Assessments in grades 2-4, teacher created assessments in K-1	Lessons Plans
			Students lack of experience with Scientific Methods.	All 4 th and 5 th graders will participate in the school wide Science Fair via individual, pairs, small groups or whole class projects. Grades K-3 will host science nights for their students & families	Administrators	Analysis of Science Fair participation & results of rubric scores. Teachers and students participate in surveys to determine the fidelity of strategy implementation and use.	Science Fair Grading Rubrics Student & Parent surveys
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Administrators	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *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	2b1. Walkthrough
<u>Science Goal #2b:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
Improve current level of performance	Level of Performance: *	Level of Performance: *					
	50%	Increase the level 7 by 5%					

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						students regarding their personal progress throughout the lesson cycle *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

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study for PLCs	K-5	PLC Leader	School-wide	On-going	Walkthroughs	Administrators

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
Science Days & Science Fair	Science lab materials	Internal funds	\$500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Purchase books for book study	PLC books	Internal Funds	\$200.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Field Trips to Science Center & MOSI	Hands on learning	Internal funds	\$3000.00
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			Struggling readers who may have difficulty reading and interpreting the writing prompt	Provide 1-1 or small group instruction to students on ways to read prompts in order to understand the big idea they are being asked.	Administrators	Classroom Walkthrough Tools	Assessment Data (e.g. FCAT, FAIR, Writing Units of Study activities, District Common Assessments & other classroom assessments)
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	81% 112 Level 4 and above 41% 57	Decrease number of level 1,2 and 3 students					
			Students do not have enough opportunities to study models of good writing.	Students will share their work regularly with a variety of audiences and receive positive and specific response to build their confidence. Teachers will keep a log documenting the frequency of positive responses given to each student.	Administrators	School-based Leadership Teams gather and review student data, engage in data-based discussions and make recommendations for changes, when applicable.	Reflection
						The different students have very different needs for writing improvement.	Teachers will communicate expectations and share the district and / or FCAT writing scoring rubric with parents at 4 th grade parent night or

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			parent conferences. 3 rd and 4 th grade teachers will initiate and lead 2-day writing workshops two times during the school year to instruct students in skills to bump up their writing		3 rd and 4 th grade teachers will study Common Assessment data before and after writing workshops and analyze previous FCAT results from last year's FCAT exam. Lessons Plans for Writing Workshop days	Common Assessment data, FCAT data from 2011, Conferences from/logs from student conferences. Lesson Plans
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Insufficient standard based instruction	1b.1. Administrators	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans
Writing Goal #1b: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 0% Level 7 and above 0%	<u>2013 Expected Level of Performance:*</u> Decrease number of level 1,2 and 3 students				
			1b.2.	1b.2.	1b.2.	1b.2.

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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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End of Writing Goals

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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

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
Writing Days		Internal	\$500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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Attendance Goal(s)

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

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
1. Attendance			Disconnect between school and families. Due to our school’s unique population students are absent because of a lack of transportation, if they miss the bus or during poor weather conditions (i.e. walkers)	Schedule workshops or activities at community centers. Homerooms will have their Teacher’s name announced on the closed circuit daily news show, receive a banner to display outside their classroom & a class treat for having the best attendance by grade level each month. Student will receive Learning Earnings bucks for on-time arrival to school/class once a week. Guidance Counselor and Social Worker will create a monthly meet up to reward students receiving attendance interventions for improvements.	Assistant Principal Guidance Counselor Data Management Technician (DMT) Teachers Guidance Counselor Social Worker	DMT will run a monthly attendance report to analyze whether there is an increase in average attendance. DMT will run class attendance report at the end of each month to determine the classes with the highest daily attendance for each grade level. CST will review attendance data monthly and determine the percent comparison to the same month of the previous school year. Social worker will review monthly attendance data of intervention students and compare with previous month.	Monthly attendance data
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Improve current level of performance	96%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	208	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	195	10% decrease from prior year					
			Disconnect between school and families.	Blackboard Connect will automatically notify parents on a daily basis via telephone and/or e-	DMT	DMT will run monthly attendance report to analyze whether there is an increase in average daily attendance.	Monthly attendance data

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		<p>mail that their child was absent from school.</p> <p>Personal phone calls to parents after third consecutive day absent.</p> <p>Social Worker will make home visits to families that have not been able to be communicated with via telephone or e-mail.</p> <p>Social worker will review school wide attendance and tardy data on a bi-weekly basis, sending school letters to parents and serving as a liaison between school and state attorney truancy intervention program (TIP).</p>	<p>Teachers</p> <p>Social worker</p> <p>Social Worker</p>		<p>Documentation of communication log</p> <p>Documentation of home visits</p> <p>Documentation of communication log</p>	
		<p>Few students are afforded the opportunity to establish mentoring relationships with adults at school</p>	<p>5000 role models, Girlfriends Club and Panther Pals mentoring programs will be implemented with students identified as having a high number of absences, tardies, or other needs.</p>	<p>Principal, Guidance Counselor, Office Clerk</p>	<p>Mentors will meet with students to assist staff monitoring students attendance/ days tardy, discipline and academic progress as well as address concerns brought to their attention by the students</p> <p>The Child Study Team will review attendance data monthly and report the progress</p>	<p>Monthly Attendance Data</p>

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

Attendance Budget(Insert rows as needed)

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

End of Attendance Goals

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			<p>Hold class meetings</p> <p>Tier-3 Research and Implement the H.U.G. Program (A check in and Check out program)</p> <p>PBIP and/or FBA Support</p>	SBLT		
		Barrier is the same for all suspension goals	<p>Students & Staff receive information regarding the character trait being recognized monthly.</p> <p>HR Teachers & other staff members select a student each month who demonstrates the character trait. The student names are announced on closed circuit television sho. The student s receive various rewards for this recognition.</p>	<p>Guidance Counselor</p> <p>Secretary/Bookkeeper</p>	Rtl, SBLT will review discipline data monthly and determine the percent of students with excessive behavioral infractions in comparison to the same month of the previous school year to determine progress toward goal.	Monthly discipline data
		Barrier is the same for all suspension goals	<p>Guidance counselor will deliver developmental guidance lessons monthly to classrooms. Topics will be based on input from individual teachers based on the needs of the students in their classes.</p> <p>Guidance will research a new positive behavior program called H.U.G.</p>	<p>Administrators</p> <p>Guidance Counselor</p>	<p>Rtl, SBLT will review discipline data monthly and determine the percent of students with excessive behavioral infractions in comparison to the same month of the previous school year to determine progress toward goal.</p> <p>Survey of Teachers by Guidance Counselor.</p>	<p>Monthly discipline data</p> <p>On-going Survey results</p>

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying/Harrassment	K-5	Rueben	School-wide	Pro-Ed Day	Bullying/harassment report	Guidance counselor/Asst. Princ.
Learning Earnings	K-5	Principal/AP	School-wide	August Pre-School	Number of Learning Earnings reported	All Staff

Suspension Budget(Insert rows as needed)

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

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Total:

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			N/A				
Dropout Prevention Goal #1:							
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.							
Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget(Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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
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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Disconnect between school and families	By increasing the marketing of our school through the various options available to us: Newsletter Web site Connect Ed Flyers Volunteer Board Portal messages Community Resource Fair	Linda Broeske, Family & Community Liaison Ridgecrest PTA	Monthly monitoring of the Volunteer Counts system. Reviewing of sign- in sheets at events Increased participation at school activities and events	Volunteer Counts reports Web site Hits Blackboard Connect reports				
Improve current level of performance	<table border="1"> <tr> <td>2012 Current level of Parent Involvement:*</td> <td>2013 Expected level of Parent Involvement:*</td> </tr> <tr> <td></td> <td>Increase by 20%</td> </tr> </table>	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*		Increase by 20%					
2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*									
	Increase by 20%									
Portal logins by parents		Time restraints	Implementation of the home volunteer opportunities	Linda Broeske, Family & Community Liaison	Monthly review of the number of hours logged in for home projects.	Volunteer Counts Reports				
		Parental involvement of black students (neighborhood students)	Provide parental involvement information and personal contacts & invitation to parents of black students	Teachers 5000 role models Girlfriends Club Math Monday All Pro Dads K-Kids	Percentage of parent involvement in these programs	Volunteer counts Reports Blackboard Connect reports				

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of 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

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STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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CTE Professional Development

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

CTE Budget(Insert rows as needed)

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

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Subtotal:
Total:

End of CTE 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
1. Additional Goal: Wellness			1.1. A:	1.1. A:	1.1. A:	1.1. A:	1.1. A:
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*	Failure to form a Healthy School Team.	Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers	Completion of 6 th Step of the Healthy School Program online (Celebrate Successes)	Healthy School Inventory (Evaluate Your School) online
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory					
Additional Wellness Goal: The percentage of students achieving the Healthy Fitness Zone							

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for all six assessments of Being Fit Matters will improve by 5% from the fall, 2012 pre-assessment to the end of course post assessment.	Meeting Bronze Level on Healthy Schools Inventory	Meeting Bronze Level on Healthy Schools Inventory			(optional members – students, parents, school nurse)		
	Meeting Silver Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
	Meeting Gold Level on Healthy Schools Inventory	Meeting Gold Level on Healthy Schools Inventory					
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.					
			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

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

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

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
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Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Administrators	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
Additional Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student achievement	Reading level 3 and above:8% (23)	All black students to make learning gains in reading and math					
	MathLevel 3and above: 6% (18)						
			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

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.

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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
			Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

			Total:
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Additional Goal III Bradley MOU (s)

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

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

Additional MOU II Goals Professional Development

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

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

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

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)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
1. Additional Goal: Black graduation rate	1.1. Lack of	1.1. Positive behavior supports	1.1. SBLT	1.1. Determine:	1.1. Increase in black

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Additional Goal #1: There will be an increase in black student graduation rate	2012 Current Level :*	2013 Expected Level :*	Student Engagement	are in place in the form of an effective school wide behavior plan		Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	graduation rate
			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

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

Additional 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

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

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)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Administrators	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are	1.1. Lesson Plans & Walkthrough 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		Increase from prior year					
There will be an increase in							

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performance of black students in rigorous advanced coursework						appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 2200.00
Mathematics Budget	Total: 0

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Science Budget	
	Total: 3700.00
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: 5900.00

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:

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Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

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

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

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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 school-wide initiatives, monitor the implementation of the school improvement plan, review school data, plan for next steps for 2012-2013 school year.

Describe the projected use of SAC funds.	Amount