# FLORIDA DEPARTMENT OF EDUCATION



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

## Proposed for 2012-2013

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

# 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: CURRENT SCHOOL STATUS

### School Information

| | |
|---|---|
| School Name:4351MARJORIE KINNAN RAWLINGS ELEMENTARY | District Name: Pinellas County Schools |
| Principal: Rebecca Moore | Superintendent: John A. Stewart, Ed.D. |
| SAC Chair: Lori Ann Di Penta | 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 | Rebecca Moore | M.Ed, B.Ed, <br> K-12 Ed Leadership Cert. | 5 | 5 | 11-12: A school. AYP-No . 3 or above- Reading 56%, Math 51%, Writing 91%, Science 47% <br> Learning Gains-Reading 70%, Math 68% Lowest 25%- Reading 73%, Math 71% |
| Assistant Principal | Jeane Morehouse | 2005 Masters in Education Leadership, USF <br> 1991 Bachelors in | 1 | 3 | 11-12: A school. AYP-No . 3 or above- Reading 56%, Math 51%, Writing 91%, Science 47% <br> Learning Gains-Reading 70%, Math 68% Lowest 25%- Reading 73%, Math 71% |

| | | Elementary Education, USF Reading Endorsement, 2011 ESOL Endorsement 2011 | | | |
|---|---|---|---|---|---|

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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) |
|---|---|---|---|---|---|
| Reading | Sharon Earle | Elementary 1-6, Masters Degree/Curriculum and Instruction with an emphasis in bilingual/ESOL Education, NBCT – Early and Middle Childhood English as a New Language, ESOL Endorsement | 0 | 1 | Tarpon Springs Elementary: 11-12 B school 3 or above- Reading 50% Learning Gains: Reading 54% Lowest 25%- Reading 70 |
| Reading | Michelle Gallagher | B.S. Elementary Ed. FSU\MastersELEm Lang Arts USF | 0 | 6 | Tarpon Springs Elementary: 11-12 B school 3 or above- Reading 50% Learning Gains: Reading 54% Lowest 25%- Reading 70 |
| | | | | | |

## 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. Assigning mentors to teachers new to a grade and with 3 years or less experience.   Monthly support meetings, support from school based curriculum specialist, support from district literacy coaches is offered | Jeane Morehouse | June 2013 |
| 2. | | |
| 3. | | |
| 4. | | |

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*Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| 4% [2] | The 2 paraprofessionals will receive weekly support from the Curriculum Specialist, including observation and coaching of interventions |

*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 |
|---|---|---|---|---|---|---|---|---|---|
| 47 | 6.38 [3] | 17.02 [8] | 48.94 [23] | 27.66 [13] | 34.04 [16] | | 17.02 [8] | 14.89 [7] | 57.45 [27] |

*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 |
|---|---|---|---|
| Rachel Tracy | Meredith Randall | New to grade level, 1 year teaching experience | 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 |
| Rachel Tracy | Allison Mclellan | New to grade level | |
| Heather Ross | Sarah Simoni | New to Grade level, 1 year teaching experience | |

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|  |  |  | co-teaching lessons |
| --- | --- | --- | --- |
| Laura Roe | Christine Jordan | New to grade level |  |
| Laura Roe | Angela Mount | New to grade level |  |
| Tracey Smith | Michael Ciesluk | 2 years teaching experience |  |
| Vanessa Fox | Annette Clark | New to grade level |  |
| Tina Jones | Amy Rosado | 1 year teaching experience |  |
| Heather Ross | Linda Rockwell-Soler | New teacher |  |

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**Additional Requirements**

*Coordination and Integration-*<span style="color:red">**Title I Schools Only**</span>

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

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

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| Housing Programs |
| Head Start<br>Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services.  Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school.  A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy. |
| 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 |
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| Identify the school-based MTSS leadership team.<br>Administrators, content area specialists/instructional coaches (Literacy, Intervention, Curriculum), student services (school psychologist, educational diagnostician, social worker, guidance counselor), ESE and classroom teachers. |
| Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?<br>-Facilitator – generates agenda and leads team discussions<br>-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data<br>-Technology Specialist – brokers technology necessary to manage and display data<br>-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access<br>-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda<br><br>Meeting time:<br>Mondays 7:45am |
| 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?<br>Members of the RtI Leadership Team meet with the School Improvement Committee and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 students. They provided instructional strategies that could be incorporated into the SIP's goals that would assist our tier students in making learning gains. |
| 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.<br>After reviewing beginning of the year FAIR Broad Screen data (EDS)-The lowest 15% of students at each grade level are identified. Teachers will implement Tier 2 interventions for each student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation.  Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful. |
| Describe the plan to train staff on MTSS.<br>Provide staff training during pre-planning, faculty meetings, weekly PLC's, Data Meetings with grade levels, and Moodle Components. |
| Describe the plan to support MTSS.<br>RtI coordinator will attend trainings, review Moodle site for RtI and share information with the team. |

*Literacy Leadership Team (LLT)*

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| School-Based Literacy Leadership Team |
|---|
| Identify the school-based Literacy Leadership Team (LLT). <br> The LLT includes key stake holders such as administrators, Curriculum Specialist and classroom teachers. |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <br> Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: <br> •      Support for text complexity <br> •      Support for instructional skills to improve reading comprehension <br>       o   Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons <br>       o   Providing scaffolding that does not preempt or replace text reading by students <br>       o   Developing and asking text dependent questions from a range of question types <br>       o   Emphasizing students supporting their answers based upon evidence from the text <br>       o   Providing extensive research and writing opportunities (claims and evidence) <br> •      Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <br><br> The district will provide training and tools for Literacy Leadership Teams. |
| What will be the major initiatives of the LLT this year? <br> Support for text complexity <br> •      Support for instructional skills to improve reading comprehension <br> •      Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects |

*Public School Choice*

- **Supplemental Educational Services (SES) Notification**
  *Upload a copy of the SES Notification to Parentsin 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.

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

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

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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.** Reading Goal #1a: Improve current level of performance | 2012 Current Level of Performance:* (27%) (80) | 2013Expected Level of Performance:* Decrease level 1&2 from 45% To 35% | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. AP who evaluates teacher | 1a.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 | 1a.1. Walkthrough & Lesson Plans |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. AP who evaluates teacher | 1a.2. 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 | 1a.2. Walkthrough |

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

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

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| | | 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 reading.**<br><br>Reading Goal #2a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>27% (82) / 2013Expected Level of Performance:*<br><br>Increase level 4 and 5 by 5% | 2a.1.<br>Lack of differentiation of instruction | 2a.1.<br>Provide formative assessments to inform differentiation in instruction | 2a.1.<br>AP who evaluates teacher | 2a.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and  achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning<br>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1.<br>Walkthrough |
| | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.**<br><br>Reading Goal #2b:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>#N/A / 2013Expected Level of Performance:*<br><br>Increase level 7 by 5% | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP who evaluates teacher | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and  achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning<br>*Teachers collect both formal | 2b1.<br>Walkthrough |

| | | | | | and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | |
| --- | --- | --- | --- | --- | --- | --- |
| | | 2b.2. | 2b2. | 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 reading.** | | 3a.1.<br>Lack of student engagement | 3a.1.<br>Differentiate Instruction | 3a.1.<br>AP who evaluates teacher | 3a.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3a.1.<br>School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| Reading Goal #3a:<br><br>Improve current level of performance | 2012 Current Level of Performance:* | | | | | |
| | 2013Expected Level of Performance:* | | | | | |
| | pending | 100% | | | | |
| | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. |

| | | | 3a.3. | 3a.3. | 3a.3. | 3a..3. | 3a.3. |
|---|---|---|---|---|---|---|---|
| **3b. Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.** | | | 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 |
| Reading Goal #3b: Improve current level of performance | 2012 Current Level of Performance:* pending | 2013Expected Level of Performance:* 100% | | | | | |
| | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.** | | | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. AP who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately | 4a.1. Lesson Plans & Walkthrough |
| Reading Goal #4a: Improve current level of | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |

| performance | pending | 100% | | | | 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. | |
|---|---|---|---|---|---|---|---|
| | | | 4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2. Create intervention that support core instructional goals and objectives | 4a.2. SBLT | 4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *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 | 4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |
| | | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |
| **4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.** | | | 4b.1. Lack of differentiation of | 4b.1. Differentiate Instruction | 4b.1. AP who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural | 4b.1. Lesson Plans & Walkthrough |

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | | | | | | |

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| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | 75 | 80 | 85 | 90 | 95 | 100 |
|---|---|---|---|---|---|---|---|
| | 70 | | | | | | |
| Reading Goal #5A: *Enter narrative for the goal in this box.* | | | | | | | |
| 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.** | 5b.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian:<br>Lack of differentiation of instruction | 5b.1.<br>Differentiate Instruction | 5b.1.<br>AP who evaluates teacher | 5b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5b.1.<br>Lesson Plans & Walkthrough | | |

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| Reading Goal #5B:<br>Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| | White:95 59%<br><br>Black: 15 9%<br><br>Hispanic: 18 11%<br><br>Asian: 28 17%<br><br>American Indian: 1 1% | 100% of all subgroups to make a learning gain<br><br>Increase proficiency of all subgroups by 10% | | | | | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5C. English Language Learners (ELL) not making satisfactory progress in reading.** | | | 5c.1.<br>Lack of differentiation of instruction | 5c.1.<br>Differentiate Instruction | 5c.1.<br>AP who evaluates teacher | 5c.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express | 5c.1.<br>Lesson Plans & Walkthrough |
| Reading Goal #5C:<br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>*pending* | 2013Expected Level of Performance:*<br><br>100% of ELL students to make a learning gain An increase in proficiency by 10% | | | | | |

| | | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | 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 reading.**<br><br>Reading Goal #5D:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>9%<br>3 | 2013 Expected Level of Performance:*<br><br>100% of all SWD students to make a learning gain An increase in proficiency by 10% | | 5d.1.<br>Lack of differentiation of instruction | 5d.1.<br>Differentiate Instruction | 5d.1.<br>AP who evaluates teacher | 5d.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1.<br>Lesson Plans & Walkthrough |
| | | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

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

## Reading Professional Development

| 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 |
| Analyzing student FCAT and FAIR Data | 1-5 | Curriculum Specialist | 1-5 grade levels | August 25, 2012 | Curriculum Specialist will review data with grade level PLCs to determine plus and deltas and grouping for Walk to Success. | Principal |
| Book Study of The Common Core | K-5 | Curriculum Specialist | Reading and Writing teachers | September and October | Curriculum Specialist will facilitate book study meetings where teachers will examine their own teaching and how they can implement and incorporate the Common Core Standards into their lesson planning. | Curriculum Specialist |

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

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| Reading Standards | K-5 | Reading Goal Group Manager | Reading Goal Group Members | The first Wednesday of the month 4x throughout the year | Teachers will discuss reading standards, skills, and strategy implementation across grade levels | Curriculum Specialist |
|---|---|---|---|---|---|---|
| Monthly Data Meetings | K-5 | Curriculum Specialist | K-5 teachers | The third Thursday of every month | Grade levels will use a protocol to analyze monthly progress monitoring data in reading. | Curriculum Specialist |

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

**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 |
| Implementation of Research Based Programs, during Walk to Success, for students in Tier 2 and Tier 3 Response to Intervention | Hourly Teachers | Title I | $59,411.40 |
| Implementation of Research Based Programs, during Walk to Success, for students in Tier 2 and Tier 3 Response to Intervention | Paraprofessionals | Title I | $56,397.05 |
| Increase understanding and reading skills with hands on materials | Instructional Intervention Materials | Title I | $500.00 |
| Provide reading response journals for every student to record their thinking about books they are reading | Composition notebooks | Title I | $1,400.00 |
| Increase class libraries with nonfiction texts to promote comprehension strategies | Nonfiction books | Title I | $1,000.00 |
| | | | Subtotal:$118,708.45 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide immediate feedback and conduct daily observations of classroom teachers | IPAD | Title I | $143.85 |
| | | | |
| | | | Subtotal:$143.85 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Increase knowledge of the Common Core Standard | Pathways to the Common Core | Title I | $675.00 |
| Increase strategies in reading (spring) | Professional Development Books | | $943.22 |
| | | | Subtotal:$1,618.22 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |

| | |
|---|---|
| | **Subtotal:** |
| | **Total:$120,470.52** |

*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.**<br><br>CELLA Goal #1:<br><br>Improve current level of performance<br><br>Number CELLA tested: 92 | 2012 Current Percent of Students Proficient in Listening/Speaking:<br><br>45%<br>41 | 1.1.<br>Lack of differentiation of instruction | 1.1.<br>Provide formative assessments to inform differentiation in instruction | 1.1.<br>AP who evaluates teacher | 1.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 1.1.<br>Walkthrough |
| | | 2.1.<br>Lack of differentiation of instruction | 2.1.<br>Differentiate Instruction | 2.1.<br>AP who evaluates teacher | 2.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the | 2.1.<br>Lesson Plans & Walkthrough |

| | | | | | 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.**<br><br>CELLA Goal #2:<br><br>Improve current level of performance | 2012 Current Percent of Students Proficient in Reading :<br><br>33%<br>30 | 2.2. Insufficient standard based instruction | 2.2. Implement High Yield Instructional Strategies | 2.2. AP who evaluates teacher | 2.2. 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; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 2.2. Walkthrough |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| **3. Students scoring proficient in Writing.**<br><br>CELLA Goal #3:<br><br>Improve current level of performance | 2012 Current Percent of Students Proficient in Writing :<br><br>28%<br>26 | 3.1.<br>Insufficient standard based instruction | 3.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 3.1.<br>AP who evaluates teacher | 3.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 3.1.<br>Walkthrough & Lesson Plans |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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

## 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*

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

**Elementary School Mathematics Goals**

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

<table>
<tr><th colspan="3">Elementary Mathematics Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="3">1a.FCAT 2.0: Students scoring at AchievementLevel 3 in mathematics.</td>
<td>1a.1.<br>Insufficient standard based instruction</td>
<td>1a.1.<br>Set and communicate a purpose for learning and learning goals in each lesson</td>
<td>1a.1.<br>AP who evaluates teacher</td>
<td>1a.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson</td>
<td>1a.1.<br>Walkthrough & Lesson Plans</td>
</tr>
<tr>
<td>Mathematics Goal #1a:<br><br>Improve current level of performance</td>
<td>2012 Current Level of Performance:*<br><br>85<br>28%</td>
<td>2013Expected Level of Performance:*<br><br>Decrease in level 1 and 2 from 50%<br>To<br>40%</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="3"></td>
<td>1a.2.<br>Insufficient standard based instruction</td>
<td>1a.2.<br>Implement High Yield Instructional Strategies</td>
<td>1a.2.<br>AP who evaluates teacher</td>
<td>1a.2.<br>Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.</td>
<td>1a.2.<br>Walkthrough</td>
</tr>
</table>

| | | | | | | *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
|---|---|---|---|---|---|---|---|
| | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. AP who evaluates teacher | | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| **1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.** | | 1b.2. Insufficient standard based instruction | 1b.2. Implement High Yield Instructional Strategies | 1b.2. AP who evaluates teacher | | 1b.2. Determine: *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. Walkthrough |
| Mathematics Goal #1b: Improve current level of performance | 2012 Current Level of Performance:* #N/A | 2013Expected Level of Performance:* Decrease in level 1,2 and 3 | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | | 1b.2. | 1b.2. |

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| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 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.**<br><br>Mathematics Goal #2a:<br><br>Improve current level of performance | 2012 Current Level of Performance:* / 2013Expected Level of Performance:*<br><br>21% / Increase in level 4 and 5 by 5%<br><br>64 | 2a.1.<br>Lack of differentiation of instruction | 2a.1.<br>Provide formative assessments to inform differentiation in instruction | 2a.1.<br>AP who evaluates teacher | 2a.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1.<br>Walkthrough |
| | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.**<br><br>Mathematics Goal #2b:<br><br>Improve current level of performance | 2012 Current Level of Performance:* / 2013Expected Level of Performance:*<br><br>#N/A / Increase in level 7 by 5% | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP who evaluates teacher | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning<br>*Teachers collect both formal | 2b1.<br>Walkthrough |

| | | | | | and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of studentsaligned to FAA access points | |
| --- | --- | --- | --- | --- | --- | --- |
| | | 2b2. | 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.**<br><br>Mathematics Goal #3a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>*pending* | 2013Expected Level of Performance:*<br><br>100% of students will make a learning gain | 3a.1.<br>Lack of student engagement | 3a.1.<br>Differentiate Instruction | 3a.1.<br>AP who evaluates teacher | 3a.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and | 3a.1.<br>School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | understanding in different ways, which includes varying degrees of difficulty. | |
| | | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. |
| | | | 3a.3. | 3a.3. | 3a..3. | 3a.3. | 3a.3. |
| **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 |
| Mathematics Goal #3b:  Improve current level of performance | 2012 Current Level of Performance:*  *pending* | 2013Expected Level of Performance:*  100% of students will make learning gains | | | | | |
| | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |

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

| | | | | | |
|---|---|---|---|---|---|
| | | | | | *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | |
| | | 4a.3. | 4a.3. | 4a.3. | 4a.3. | 4a.3 |
| **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. AP who evaluates teacher | 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 difficulty. | 4b.1. Lesson Plans & Walkthrough |
| Mathematics Goal #4b: Improve current level of performance | 2012 Current Level of Performance:* *pending* | 2013Expected Level of Performance:* 100% of students will make a learning gain | | | | |
| | | 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 | 4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |

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| | | | | | *Core content materials and subject matter are integrated within intervention courses<br>*Intervention strategies are reinforced in core classes<br>*Interventions are integrated and aligned across all providers<br>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses | |
|---|---|---|---|---|---|---|
| | | 4b.3. | 4b.3. | 4b.3. | 4b.3. | 4b.3 |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | **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%.**<br><br>Mathematics Goal #5A:<br><br>Improve current level of performance | 72 | 74 | 77 | 79 | 81 | 84 | 86 |

| 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.**<br>Mathematics Goal #5B: | 2012 Current Level of Performance:*  2013Expected Level of Performance:* | 5b.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5b.1.<br>Differentiate Instruction | 5b.1.<br>AP who evaluates teacher | 5b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | 5b.1.<br>Lesson Plans & Walkthrough | |

| Improve current level of performance | White: 60% 89  Black: 5% 7  Hispanic: 11% 16  Asian: 20% 1  American Indian: 1% 1 | 100% of student subgroups will make learning gains An increase in proficiency by 10% : | Lack of differentiation of instruction | | | *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. | |
|---|---|---|---|---|---|---|---|
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **5C. English Language Learners (ELL) not making satisfactory progress in mathematics.** | | | 5c.1. Lack of differentiation of instruction | 5c.1. Differentiate Instruction | 5c.1. AP who evaluates teacher | 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 | 5c.1. Lesson Plans & Walkthrough |
| Mathematics Goal #5C:  Improve current level of performance | 2012 Current Level of Performance:*  pending | 2013Expected Level of Performance:*  100% of ELL students will make learning gains An increase in proficiency by 10% | | | | | |

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

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

*End of Elementary School Mathematics Goals*

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

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

## Mathematics 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 |
| Mathematics Standards | K-5 | Math Goal Group Manager | Math Goal Group Members | The first Wednesday of the month 4x throughout the year | Teachers will discuss math standards, skills, and strategy implementation across grade levels | Curriculum Specialist |
| Monthly Data Meetings | K-5 | Curriculum Specialist | K-5 teachers | The third Thursday of every month | Grade levels will use a protocol to analyze monthly progress monitoring data in math. | Curriculum Specialist |
| | | | | | | |

## Mathematics Budget(Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide math journals for every student to explain their thinking through writing | Composition notebooks | Title I | $1,400.00 |
| Increase understanding and math skills with hands on materials | Math remediation materials | Title I | $500.00 |
| | | | Subtotal:$1,900.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide immediate feedback and conduct daily observations of classroom teachers | IPAD | Title I | $143.85 |
| | | | Subtotal:$143.85 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |

| | |
|---|---|
| | **Subtotal:** |
| | **Total:$2,043.85** |

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

**Elementary and Middle School Science Goals**

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

| 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.**<br><br>Science Goal #1a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>33%<br>33 | 2013Expected Level of Performance:*<br><br>Decrease the number of level 1 and 2 | 1a.1.<br>Insufficient standard based instruction | 1a.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 1a.1.<br>AP who evaluates teacher | 1a.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 1a.1.<br>Walkthrough & Lesson Plans |
| | | | 1a.2.<br>Insufficient standard based instruction | 1a.2.<br>Implement High Yield Instructional Strategies | 1a.2.<br>AP who evaluates teacher | 1a.2.<br>Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for | 1a.2.<br>Walkthrough |

| | | | | | 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 | |
|---|---|---|---|---|---|---|
| | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. AP who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| **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 learning goals in each lesson | 1b.1. AP who evaluates teacher | 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 | 1b.1. Walkthrough & Lesson Plans |

Science Goal #1b:

Improve current level of performance

| 2012 Current Level of Performance:* | 2013Expected Level of Performance:* |
|---|---|
| #N/A | Decrease the number of level 1,2, and 3 |

| | | | | | | answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.**<br><br>Science Goal #2a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br>14%<br>14 ⟶ 2013Expected Level of Performance:*<br>Increase the level 4 and 5 students 5% | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP who evaluates teacher | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1.<br>Walkthrough |

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| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
|---|---|---|---|---|---|---|---|
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment:Students scoring at or above Level 7 in science.** | | | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP who evaluates teacher | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and  achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1.<br>Walkthrough |
| Science Goal #2b:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>#N/A | 2013Expected Level of Performance:*<br><br>Increase the level 7 by 5% | | | | | |
| | | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |

*End of Elementary and Middle School Science Goals*

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

**Science Professional Development**

<table>
<tr><td colspan="6"><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br>Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Science Standards</td><td>K-5</td><td>Science Goal Group Manager</td><td>Science Goal Group Members</td><td>The first Wednesday of the month 4x throughout the year</td><td>Teachers will discuss science standards, skills, and strategy implementation across grade levels</td><td>Curriculum Specialist</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

**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 |
| Supplement science libraries with multiple levels of just right nonfiction books | Nonfiction science texts | Title I | $1,000.00 |
| Promote critical thinking and inquiry in science to engage and stimulate students | Science Inquiry Teacher resource materials | Title I | $500.00 |
| | | | Subtotal:$1,500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide immediate feedback and conduct daily observations of classroom teachers | IPAD | Title I | $143.85 |
| | | | |
| | | | Subtotal:$143.85 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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**Rule 6A-1.099811**
**Revised April 29, 2011**

|  |  |  |  |
|---|---|---|---|
|  |  |  | **Subtotal:** |
|  |  |  | **Total:$1,643.85** |

*End of Science Goals*

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

## 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 Level3.0 and higher in writing.** | | | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. AP who evaluates teacher | 1a.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 | 1a.1. Walkthrough & Lesson Plans |
| Writing Goal #1a: Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | 91% 93 Level 4 and above 35% 36 | Decrease number of level 1,2 and 3 students | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. AP who evaluates teacher | 1a.2. 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 | 1a.2. Walkthrough |

| | | | | | | 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 | |
|---|---|---|---|---|---|---|---|
| | | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. AP who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| **1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing.** Writing Goal #1b: Improve current level of performance | 2012 Current Level of Performance:* #N/A Level 7 and above #N/A | 2013Expected Level of Performance:* Decrease number of level 1,2 and 3 students | 1b.1. Insufficient standard based instruction | 1b.1. Set and communicate a purpose for learning and learning goals in each lesson | 1b.1. AP who evaluates teacher | 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 | 1b.1. Walkthrough & Lesson Plans |

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

*End of Writing Goals*

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

<table>
<tr><td colspan="7"><strong>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</strong><br>Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Book Study of The Common Core</td>
<td>K-5</td>
<td>Curriculum Specialist</td>
<td>Reading and Writing teachers</td>
<td>September and October</td>
<td>Curriculum Specialist will facilitate book study meetings where teachers will examine their own teaching and how they can implement and incorporate the Common Core Standards into their lesson planning.</td>
<td>Curriculum Specialist</td>
</tr>
<tr>
<td>Writing Standards</td>
<td>K-5</td>
<td>Writing Goal Group Manager</td>
<td>Writing Goal Group Members</td>
<td>The first Wednesday of the month 4x throughout the year</td>
<td>Teachers will discuss writing standards, skills, and strategy implementation across grade levels</td>
<td>Curriculum Specialist</td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td></td><td></td>
</tr>
</table>

## Writing Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide writing journals for every student to organize and publish writing pieces | Composition notebooks | Title I | $1,400.00 |
| Writing paper for Writing Units of Study fidelity | Copies and paper | Title I | $1,000.00 |
| | | | **Subtotal:$2,400.00** |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide immediate feedback and conduct daily observations of classroom teachers | IPAD | Title I | $143.85 |
| | | | |
| | | | **Subtotal:$143.85** |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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| Increase knowledge of the Common Core Standard | Pathways to the Common Core | Title I | $675.00 |
|---|---|---|---|
| | | | |
| | | | **Subtotal:$675.00** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | **Subtotal:** |
| | | | **Total:$3,218.85** |

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

## 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** | | | 1.1. Lack of student engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule |
| Attendance Goal #1: Improve current level of performance | 2012 Current Attendance Rate:* 95% | 2013 Expected Attendance Rate:* Greater than prior year | | | | | |
| | 2012 Current Number of Studentswith Excessive Absences (10 or more) 215 | 2013 Expected Number of Students with Excessive Absences (10 or more) 10% decrease from prior year | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) 155 | 2013Expected Number of Students with Excessive Tardies (10 or more) 10% decrease from prior year | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

| 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 | PD Participants (e.g. , PLC, subject, grade level, or | Target Dates and Schedules (e.g. , Early Release) and | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |

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**Revised April 29, 2011**

| | | PLC Leader | school-wide) | Schedules (e.g., frequency of meetings) | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

**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*

## Suspension Goal(s)

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

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

| Suspension Goal(s) | | Problem-solving Process to Decrease Suspension | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Suspension**<br><br><u>Suspension Goal #1:</u><br>Improve current level of performance | | 1.1.<br>Lack of Student Engagement | 1.1.<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1.<br>Decrease in<br>Number of In-School Suspension<br>Number of Students suspended In-School<br>Number of out-of-school suspensions<br>Number of Students suspended out-of-school<br>Number of alternative bell assignments<br>Number of students assigned to alternative bell schedule |
| | 2012 Total Number of In –School Suspensions | 2013 Expected Number of In- School Suspensions | | | | |
| | 35 | 10% decrease from prior year | | | | |
| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In -School | | | | |
| | 27 | 10% decrease from prior year | | | | |
| | 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | |
| | 28 | 10% decrease from prior year | | | | |
| | 2012 Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | |
| | 17 | 10% decrease from prior year | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## 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 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| Book Study of <u>Morning Meetings</u> | K-5 | Curriculum Specialist | School wide | October and November | Curriculum Specialist will facilitate book study meetings where teachers will gain understanding of the benefits of Morning Meetings | Curriculum Specialist |
| Book Study of <u>Teaching Children  to Care</u> | K-5 | Curriculum Specialist | School wide | October and November | Curriculum Specialist will facilitate book study meetings where teachers will incorporate new strategies into their Morning Meetings | Curriculum Specialist |
| | | | | | | |

## 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 |
| Increase knowledge of  Morning Meetings for school wide implementation | Books: <u>Morning Meetings</u> and <u>Teaching Children to Care</u> | Title I | $1,200.00 |
| Emphasize the importance of teacher word choice and how words can shape students' learning, their sense of self, and their social, emotional and moral development | Book:  <u>Opening Minds</u> | Title I | $275.00 |
| | | | **Subtotal:$1,475.00** |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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

| | | | |
|---|---|---|---|
| | | | |
| | | **Subtotal:** | |
| | | **Total: $1,475.00** | |

*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**<br><br>Dropout Prevention Goal #1:<br>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.* | | 1.1.<br>Students lack skills to plan for future aspirations and create educational goals | 1.1.<br>Implement High Yield Instructional Strategies | 1.1.<br>Principal | 1.1. | 1.1.<br>Walkthrough and teacher appraisal |
| Improve current level of performance | 2012 Current Dropout Rate:\*<br><br>*pending*<br><br>2012 Current Graduation Rate:\*<br><br>*pending* | | | | | |
| | 2013 Expected Dropout Rate:\*<br><br>10% decrease from prior year<br><br>2013 Expected Graduation Rate:\*<br><br>Improve rate from prior year | | | | | |
| | | 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 |
| | | | | | | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

**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.**

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

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

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

## Parent Involvement Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Family and Community Activities | K-5 | Family Involvement Goal Group Manager | Family Involvement  Goal Group Members | The first Wednesday of the month 4x throughout the year | Teachers will discuss family involvement activities that will e provided to our parents | Curriculum Specialist |
| | | | | | | |
| | | | | | | |

## Parent Involvement Budget

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

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

| Evidence-based Program(s)/Materials(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Amount |
| Increase parent and student commitment to learning | Student Compacts | Title I | $200.00 |
| Provide parents with daily communication | Student Agendas | Title I | $1,500.00 |
| Academics Family Involvement Nights | Take home materials, handouts, food | Title I | $1,500.00 |
| Provide correspondence and teacher introductions to parents | Stamps | Title I | $150.00 |
| | | | Subtotal:$3,350.00 |
| 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 |
| Provide outreach into the community and partnerships with businesses as well as organization of school volunteers | Family and Community Liaison | Title I | $8,631.10 |
| | | | Subtotal: $8,631.10 |
| | | | Total:  $11,981.10 |

*End of Parent Involvement Goal(s)*

**Science, Technology, Engineering, and Mathematics (STEM) Goal(s)**
**June 2012**
**Rule 6A-1.099811**
**Revised April 29, 2011**

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

* 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 |
| STEM Goal #1:<br><br>*Enter narrative for the goal in this box.* | 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 | | | | | |
|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## STEM 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:** |

*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 | | | | |
|---|---|---|---|---|---|
| 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 |

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

| CTE Goal #1:<br><br>*Enter narrative for the goal in this box.* | 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. |

## CTE Professional Development

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

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

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

*End of CTE Goal(s)*

## 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. | 1.1. | 1.1. | 1.1. | 1.1. |
| Additional Goal #1: <br><br> Improve current level of performance | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
| | A Data <br> Not yet meeting Bronze Level on Healthy Schools Inventory <br><br> B Data: | A: <br> Meeting Bronze Level on Healthy Schools Inventory <br><br> B: <br> Increase the | A: <br> Failure to form a Healthy School Team. | A: <br> Complete Healthy Schools Program 6 Step Processonline https://schools.healthiergeneration.org/ | A: <br> Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers | A: <br> Completion of 6th Step of the Healthy School Program online (Celebrate Successes) | A: <br> Healthy School Inventory (Evaluate Your School) online |

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| | Fall Pre Assessment data for Healthy Fitness Zone using the PACER assessment in Being Fit Matters | percentage of students in grades 3-5 achieving the Healthy Fineness Zone for the PACER assessment in Being Fit Matters by 5% | | | (optional members – students, parents, school nurse) | | |
|---|---|---|---|---|---|---|---|
| | | | B:<br>Failure to assess students and upload Being Fit Matters/Fitnessgram data | B:<br>Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data | B:<br>physical education teachers | B:<br>Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results | B:<br>Being Fit Matters Statistical Report (Portal) |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

| 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 |
| Provide activities and wellness resources to support healthy life styles for teacher | Exercise equipment and incentives | | |
| | | | |
| | | | **Subtotal:$400.00** |
| 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:$400.00** |

## Additional Goal II Bradley MOU (s)

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

| Additional Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Additional Goal: Black Academic Achievement** | 1.1.<br>Lack of differentiation | 1.1.<br>Differentiate Instruction | 1.1.<br>AP who evaluates | 1.1.<br>Content materials are | 1.1.<br>Lesson Plans & |

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

| Additional Goal #1:<br><br>There will be an increase in black student achievement | 2012 Current Level :*<br><br>Reading level 3 and above:9% (15)<br><br>Math Level 3and above: 5% (7) | 2013 Expected Level :*<br><br>All black students to make learning gains in reading and math | of instruction | | teacher | differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | Walkthrough |
| | | | 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)

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

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|---|---|---|---|
| **Evidence-based Program(s)/Materials(s)** | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | **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 III 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: Student Engagement for Black Students** | 1.1. Lack of Student Engagement | 1.1. Positive behavior supports are in place in the form of | 1.1. SBLT | 1.1. Determine: Expectations are clearly and | 1.1. Decrease in Number of In-School |

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

| Additional Goal #1: | 2012 Current Level :* | 2013 Expected Level :* | | an effective school wide behavior plan | | 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 | Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule |
|---|---|---|---|---|---|---|---|
| There will be an increase in black student engagement | Data not available at this time. | 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)

| 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:** |

## 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 | | | | |
|---|---|---|---|---|---|---|
| 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 graduation rate** <br><br> Additional Goal #1: <br><br> There will be an increase in black student graduation rate | 2012 Current Level :* <br><br><br> 2013 Expected Level :* | 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 | 1.1. Increase in black graduation rate |

| | | | | | proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | |
|---|---|---|---|---|---|---|
| | | 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 |
| | | | |
| | | | |
| | | | 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:** |

## 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**<br><br>Additional Goal #1:<br><br>There will be an increase percent of black students enrolled in rigorous advanced coursework<br><br>There will be an increase in performance of black students in rigorousadvanced coursework | 2012 Current Level :*<br><br> | 1.1.<br>Lack of differentiation of instruction | 1.1.<br>Differentiate Instruction | 1.1.<br>AP who evaluates teacher | 1.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible | 1.1.<br>Lesson Plans & Walkthrough<br><br>Professional Development includes equity and cultural responsiveness |
| | 2013 Expected Level :*<br><br>Increase from prior year | | | | | |

| | | | | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## 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:** |

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| 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:$120,470.52** |
| **CELLA Budget** |
| **Total:0** |
| **Mathematics Budget** |
| **Total:$2,043.85** |
| **Science Budget** |
| **Total:$1,643.85** |
| **Writing Budget** |
| **Total:$3,218.85** |
| **Civics Budget** |
| **Total:0** |
| **U.S. History Budget** |
| **Total:0** |
| **Attendance Budget** |
| **Total:0** |
| **Suspension Budget** |

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| | |
|---|---|
| | **Total: Total: $1,475.00** |
| **Dropout Prevention Budget** | |
| | **Total:0** |
| **Parent Involvement Budget** | |
| | **Total:  $11,981.10** |
| **STEM Budget** | |
| | **Total:0** |
| **CTE Budget** | |
| | **Total:0** |
| **Additional Goals** | |
| | **Total:$400.00** |
| | |
| | **Grand Total:$141,233.17** |

## Differentiated Accountability

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

| School Differentiated Accountability Status | | |
|---|---|---|
| ☐Priority | ☐Focus | ☐Prevent |
| | | |

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

## School Advisory Council (SAC)
*SAC Membership Compliance*
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☒ Yes☐ No

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| If No, describe the measures being taken to comply with SAC requirements. |
|---|
|  |

| Describe the activities of the SAC for the upcoming school year. |
|---|
| Support the strategies developed in the School Improvement Plan and its Title I budget |

| Describe the projected use of SAC funds. | Amount |
|---|---|
|  |  |
|  |  |
|  |  |