

FLORIDA DEPARTMENT OF EDUCATION



Westgate Elementary School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 4771 Westgate Elementary School	District Name: Pinellas County Schools
Principal: Donita O. Moody	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Barbara Page	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	DONITA MOODY	B.S., Elementary Education M.A. Educational Leadership	4 years prior to July 2009, 1 year current, 5 total years	7	2008/09-Westgate Elem. School Grade A; 95% of criteria met for AYP 2009/10-Shore Acres Elem. School Grade A; 92% of criteria met for AYP 2010/2011-Shore Acres Elem. School Grade A; 92% of criteria met for AYP 2011/2012 – Westgate Elem. School Grade A;
Assistant Principal	MARY ANNE SKINNER	BA, MA, Educational Leadership	3	7	2008/09-Belleair Elem. School Grade A; 100% of criteria met for AYP 2009/10-Westgate Elem. School Grade C; 92% of criteria met for AYP 2010/2011 – Westgate Elem. School Grade C; 85% of criteria met for AYP 2011/2012 –Westgate Elem. School Grade A;

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Rule 6A-1.099811

Revised April 29, 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/ Writing /Math	Rose Wilkins	BA-Elem Ed, MA Reading Certification in Administration & ESOL	18	5	2007-08 School Grade B, AYP Criteria Met -90%: 2008-09 School Grade A, AYP Criteria Met -95%: 2009-10 School Grade C, AYP Criteria Met -92%: 2010-11 School Grade C, AYP Criteria Met -85%: 2011-12 School Grade A,

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teachers at school participate in grade level PLCs encouraging an open exchange of knowledge and ideas.	Principal	6/30/2013
2. Onsite professional development opportunities are also available and historically are highly attended.	ProEd Facilitator	6/30/2013
3. Teachers also have the opportunity to participate in Differentiated PLCs based on their individual interests/needs.	Principal	6/30/2013

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Non-Highly Effective Instructors

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

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

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

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
41	0%	4.88% (2)	24.39% (10)	70.73% (29)	53.66% (22)	100%	14.63% (6)	34.15% (14)	39.02% (16)

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
JoAnn Mattos	Cheryl Havener/Jill Andrews	New to grade level	Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or
Deanna Teasdale	Sharon Bennett	New to grade level	
Denise Motes	TBA	Administrator Recommendations as needed	

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			co-teaching lessons
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: 2:00 PM on Wednesday with the exception of the 4th Wednesday when we meet at 9:00 AM

The Westgate Elementary MTSS Team is an effective problem-solving group that assesses teachers' concerns about student academic and/or behavioral difficulties as identified through grade level PLCs. Using a wide range of assessment data, the team evaluates students' needs, develops instruction/intervention plans from evidence-based research with input from parents, teachers, and various specialists as needed, and supports teachers in progress-monitoring. The team also collaborates to share effective practices, evaluate implementation, review and revise practices and processes, and identify professional development needs and resources.

The team meets weekly to review school-wide data, determine next steps, review students' status, discuss new referrals, and problem solve concerns and issues.

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

The MTSS Team will be responsible for managing and coordinating the processes listed above between all school teams as well as reviewing and revising the School Improvement Plan. The MTSS team applied the RTI problem solving process while examining Tier 1, Tier 2, and Tier 3 student performance. Using the information gathered from this analysis, the team was able to contribute to the development of the SIP and will continue to use the same process to evaluate the effectiveness of the strategies being implemented through the SIP.

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.

Baseline data are gleaned from the district Educational Data System (EDS), the Florida Assessment for Instruction in Reading (FAIR), Pinellas Common Assessments and FCAT. Progress monitoring data may be collected through classroom observation, attendance and disciplinary data, report cards, screenings, behavior logs, student work samples, and/or teacher/parent/student rating scales, New DIBELS and AIMS Web probes, as deemed relevant at each tier.

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Describe the plan to train staff on MTSS.

Professional development is ongoing. It begins at the start of the school year with a review of the MTSS and school-based processes and procedures. As progress data accrues, PD delivery will occur at PLCs and/or faculty meetings to enable the staff to use the data effectively to inform intervention, as well as instruction, and to provide district information and school-based updates.

Describe the plan to support MTSS.

The SBLT will conduct an on-going review of school based procedures and processes to improve alignment and effectiveness of the implementation of the MTSS. In addition, the SBLT will focus on building and developing tools and processes to facilitate clear communication among the stakeholders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principal, Lead Reading Teacher, District Literacy Coaches

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

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

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

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

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

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public School Choice

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

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

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Rule 6A-1.099811

Revised April 29, 2011

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

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

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. At Westgate Elementary School we have implemented the following procedures to support and facilitate the children's transition into Kindergarten: * Interested Pre-schools arrange class and/or school visits * Evening Registration is available for parents * Individual visits and tours are encouraged * A Pre-school "Meet and Greet" is held for parents and students. This is an opportunity for parents and students to meet their child's teacher, and become familiar with the K curriculum and expectations, as well as the routines and physical environment / layout of the school. In addition, learning materials purchased through Title 1 are distributed. * Title 1 Teaching Partners are assigned to each Kindergarten Class during the first two weeks of school in order to help students make the transition into Kindergarten.

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.			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	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	(25%) (73)	Decrease level 1&2 from 41% To 31%					

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Revised April 29, 2011

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						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.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 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.2. Walkthrough	
		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 reading.		1b.2. Insufficient standard based	1b.2. Implement High Yield Instructional	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential	1b.2. Walkthrough	

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Reading Goal #1b: Improve current level of performance	2012 Current Level of Performance:* #N/A	2013 Expected Level of Performance:* Decrease level 1,2,3	instruction	Strategies		learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
				1b.3.	1b.3.	1b.3.	1b.3.
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.			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and	2a.1. Walkthrough
Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 34% (101)	2013 Expected Level of Performance:* Increase level 4 and 5 by 5%					

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

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.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.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	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	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:*	2013 Expected Level of Performance:*					
	NA	100%					

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						*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			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 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.1. Lesson Plans & Walkthrough
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	71%	100%					
			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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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					<p>*Core content materials and subject matter are integrated within intervention courses</p> <p>*Intervention strategies are reinforced in core classes</p> <p>*Interventions are integrated and aligned across all providers</p> <p>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>			
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.		
<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4b:</p> <p>Improve current level of performance</p>		<p>2012 Current Level of Performance:*</p> <p>NA</p>	<p>2013 Expected Level of Performance:*</p> <p>100%</p>	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	4b.1. Lesson Plans & Walkthrough
		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	4b.2. Evidence of core teachers and intervention teachers communicating and planning;	4b.2. *Intervention and core teachers communicate and plan together regularly	4b.2. Lesson Plans & Walkthroughs

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					*Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>57</u>	59	64	68	71	75	79
Reading Goal #5A: <i>Enter narrative for the goal in this box.</i>							
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. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.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)	5b.1. Lesson Plans & Walkthrough		

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Rule 6A-1.099811
Revised April 29, 2011

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					<p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>		
<p>Reading Goal #5B: Improve current level of performance</p>	<p>2012 Current Level of Performance:* White:123 71% Black: 11 6% Hispanic: 15 9% Asian: 21 12% American Indian: 0 0%</p>	<p>2013 Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%</p>					
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	5c.1. Lack of	5c.1. Differentiate	5c.1. AP who evaluates	5c.1. Content materials are differentiated	5c.1. Lesson Plans & Walkthrough		

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Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance: *46%	2013 Expected Level of Performance: *100% of ELL students to make a learning gain An increase in proficiency by 10%	differentiation of instruction	Instruction	teacher	by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
				5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance: *21% 7	2013 Expected Level of Performance: *100% of all SWD students to make a learning gain An increase in proficiency by 10%	differentiation of instruction	Instruction	teacher	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.	

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in 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 *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.	5e.1. Lesson Plans & Walkthrough
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance: 56%	2013 Expected Level of Performance: 100% of economically disadvantaged students will learning gain An increase in proficiency by 10%				
			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

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PD focused on identifying student needs through analysis of formal and informal data	K-5	RTI Coach, Literacy Coach, Lead Teacher	School-Wide	monthly	Co-planning, classroom observation, debriefing conference	Principal
Teaching Reading in Small Groups: Differentiating Instruction	K-5	RTI Coach, Literacy Coach, Lead Teacher	School-Wide	monthly	Co-planning, classroom observation, debriefing conference	Principal
Effective use of conferring during reading workshop to provide differentiated instruction	K-5	RTI Coach, Literacy Coach, Lead Teacher	School-Wide	monthly	Co-planning, classroom observation, debriefing conference	Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement High Yield Instructional Strategies	Subject area instructional supplies, technology, materials, and textbooks	Title 1	\$285.84
			Subtotal:\$285.84
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase instructional rigor	Technology Technician Support of technology based instruction/intervention	Title 1	\$8496.56
			Subtotal:\$8496.56
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Set and communicate a purpose for learning and learning goals	Stipends for professional development	Title 1	\$752.00
Implement High Yield Instructional Strategies/Differentiated Instruction	RtI Coach provides support for development of strategies	Title 1	\$19421.82
			Subtotal:\$20173.82
Other			
Strategy	Description of Resources	Funding Source	Amount
Create intervention that support core instructional goals and objectives/Differentiated Instruction	Teaching Partners Tier 2 and Tier 3 Instructional Support Small Group Instruction	Title 1	\$42332.06
		Extended Learning Program	\$2200.00
			Subtotal:\$42332.06
			Total:\$71,288.28

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
Improve current level of performance	46%					
Number CELLA tested: 69	32					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. 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	2.1. Lesson Plans & Walkthrough

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					needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
CELLA Goal #2: Improve current level of performance	<u>2012 Current Percent of Students Proficient in Reading :</u> 28% 19	Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	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	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.		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. 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	3.1. Walkthrough & Lesson Plans
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Improve current level of performance	25% 17					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			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
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	82 28%	Decrease in level 1 and 2 from 42% To 32%					
			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 personal goals, etc.	1a.2. Walkthrough

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					*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
<u>Mathematics Goal</u> #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	#N/A	Decrease in level 1,2 and 3				
			1b.2.	1b.2.	1b.2.	1b.2.

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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.			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	30% 89	Increase in level 4 and 5 by 5%					
			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.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal	2b.1. Walkthrough
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	#N/A	Increase in level 7 by 5%					

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						and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.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	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	78%	100% of students will make a learning gain					

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p><u>Mathematics Goal #4a:</u></p> <p>Improve current level of performance</p>			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 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.1. Lesson Plans & Walkthrough
	<p><u>2012 Current Level of Performance:*</u></p> <p>75%</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>100% of students will make a learning gain</p>					
			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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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					*Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3.	4a.3.	4a.3.	4a.3.	4a.3
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: * <i>na</i>	2013 Expected 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 *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
		4b.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%.	51	58	59	63	67	71	76
Mathematics Goal #5A: Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5b.1. White: Black: Hispanic: Asian: American Indian:	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	5b.1. Lesson Plans & Walkthrough	
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Revised April 29, 2011

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Improve current level of performance	White: 70% 119	100% of student subgroups will make learning gains	Lack of differentiation of instruction			*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *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.	
	Black: 4% 7	An increase in proficiency by 10%					
	Hispanic: 9% 15						
	Asian: 15% 0						
	American Indian: 0% 0						
			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
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:</u> *	<u>2013Expected Level of Performance:</u> *					
Improve current level of performance	60%	100% of ELL students will make learning gains An increase in proficiency by 10%					

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						needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	26%	100% of SWD students will make learning gains An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		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 *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.	5e.1. Lesson Plans & Walkthrough
Mathematics Goal #5E: Improve current level of performance	2012 Current Level of Performance:* 54%	2013 Expected Level of Performance:* 100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10%				
			5E.2	5E.2	5E.2	5E.2
			5E.3	5E.3	5E.3	5E.3

Math 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

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Number Talks/Parrish	K-5	Lead Math Teachers	Classroom teachers, paraprofessionals, support staff	Fall 2012	Bimonthly PLC, Walk throughs	RtI Coach, Principal, Assistant Principal
CPalms/Common Core Standards	K-5	Lead Math Teachers	Classroom teachers, paraprofessionals, support staff	Fall 2012	Bimonthly PLC, Walk throughs	RtI Coach, Principal, Assistant Principal
Cognitive Complexity/Higher Order Thinking Skills	K-5	Lead Math Teachers	Classroom teachers, Paraprofessionals, support staff	Fall 2012	Bimonthly PLC, Walk throughs	RtI Coach, Principal, Assistant Principal

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Math 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
Increase Instructional Rigor	Math Initiative Instructional Materials-ie Number Talks, Classroom Discussions	Title 1	\$285.84
			Subtotal:\$258.84
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implement High Yield Instructional Strategies	Technology Technician support of technology based instruction and intervention	Title 1	\$8496.56
			Subtotal:\$8496.56
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement High Yield Instructional Strategies/Increase Instructional Rigor	Stipends for professional development	Title 1	\$752.00
Set and communicate a purpose for learning and learning goals	RTI Coach provides support for development of strategies	Title 1	\$19421.82
			Subtotal:\$20173.82
Other			
Strategy	Description of Resources	Funding Source	Amount
Create intervention that support core instructional goals and objectives	Teaching Partners provide Tier 2 and Tier 3 support	Title 1	\$42332.06
			Subtotal:\$42332.06
			Total:\$71288.28

End of Math Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.			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
Science Goal #1a: Improve current level of performance	<u>2012 Current Level of Performance:</u> * 35% 38	<u>2013 Expected Level of Performance:</u> * Decrease the number of level 1 and 2					
			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	1a.2. Walkthrough

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					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
<u>Science Goal #1b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> #N/A	<u>2013 Expected Level of Performance:*</u> Decrease the number of level 1,2, and 3				

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						answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	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.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<u>Science Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 11% 12	<u>2013 Expected Level of Performance:*</u> Increase the level 4 and 5 students 5%					

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

End of Elementary and Middle School Science Goals

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Science Professional Development

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
Fusion Content	K-5	Assistant Principal, RtI Coach, Teacher	PLC's, curriculum	Bimonthly PLC's, monthly	Observations, walk throughs and discussions	Leadership Team
Content Literacy in Science	K-5	Assistant Principal, RtI Coach, Teacher	PLC"s Elluminate	Bimonthly PLC's and monthly staff	Observations, walk throughs and discussions.	Leadership Team
5 Es Model in Science	K-5	Assistant Principal, RtI Coach	PLC's curriculum	Bimonthly PLC's and monthly staff	Observations, walk through and discussions.	Leadership Team

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implement High Yield Instructional Strategies	Technology Technician support of technology instruction/intervention	Title 1	\$8496.56
			Subtotal:\$8496.56
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Set and communicate a purpose for learning and learning goals in each lesson	Stipends for professional development for content literacy	Title 1	\$752.00
			Subtotal:\$752.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
			Total:\$9248.56

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			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
<u>Writing Goal #1a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 85% 81 Level 4 and above 20% 19	<u>2013 Expected Level of Performance:*</u> 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

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					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.		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
Writing Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	#N/A	Decrease number of level 1,2 and 3 students				
	Level 7 and above #N/A					

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

End of Writing Goals

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing in Response to Text	Writing	District Coaches	K-5 Classroom Teachers, Paraprofessionals, Support Staff	On-going, 2 times month	Co-planning, classroom observation, debriefing conference	Principal, Assistant Principal
Interactive Writing	Writing	District Coaches	K-5 Classroom Teachers, Paraprofessionals, Support Staff	On-going, 2 times month	Co-planning, classroom observation, debriefing conference	Principal, Assistant Principal

Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement High Yield Instructional Strategies	RtI Coach provides support for development of strategies	Title 1	\$19421.82
			Subtotal:\$19421.82
Other			
Strategy	Description of Resources	Funding Source	Amount
Create intervention that support core instructional goals and objectives	Teaching Partners Tier 2 and Tier 3 Instructional Support	Title 1	\$42332.06
			Subtotal:\$42332.06

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			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:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Improve current level of performance	95%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	228	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	174	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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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Train Teacher 's to complete daily input of attendance data in Portal(New data	K-5	Social Worker	School-wide Staff	Fall 2012 CST Team meetings	CST-Monitoring, attendance data, follow up with teachers on an as needed basis	Social Worker & CST Team

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			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
Suspension Goal #1: Improve current level of performance	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	24	10% decrease from prior year					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	19	10% decrease from prior year					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	77	10% decrease from prior year					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	29	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.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PS/RtI Tier 1 Data Collection	K-5	SBLT Team	School Wide	Monthly PLCs	Collecting & Graphing Tier 1 Behavior Data	Principal, RtI Caoch
Positive Behavior Support	K-5	Behavior Specialist, BED	School Wide	Monthly PLCs	School Wide Behavior Plan	Assistant Principal, RtI Coach

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
Positive behavior supports are in place in the form of an effective school wide behavior plan	Rti Coach provides support with the RTI/MTSS processes	Title 1	\$1942.82
			Subtotal:\$1941.82
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1941.82

End of Suspension Goals

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

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Dropout Prevention Budget(Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement
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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		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	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
Portal logins by parents		Increase by 20%				
			1.2.	1.2.	1.2.	1.2.
			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
Parent Communication	K-5	Lead Teacher	School-Wide	1 x Semester	Track methods of communication	Principal

Parent Involvement Budget

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

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				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	Technology Technician provides support with technologies associated with communications	Title 1	\$8496.56	
				Subtotal:\$8496.56
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
NA				
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	Instructional Materials for home use, postage, parent resource materials, workshop flyers	Title 1	\$5, 259.87	
				Subtotal:\$5259.87
				Total:\$13756.43

End of Parent Involvement Goal(s)

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

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

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

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STEM Goal #1: NA	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 NA

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
NA						

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
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s) NA

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

CTE Goal(s) Based on the analysis of school data, identify and define areas in need of improvement:	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: NA	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						
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
NA						

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

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:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgr	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgr	A: Failure to form a Healthy School Team. B: Failure to assess students and upload Being Fit	A: Complete Healthy Schools Program 6 Step Processonline https://schools.healthiergeneration.org/ B: Complete Pre and Post Being Fit Matters/Fitnessgram student	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse) B: physical education teachers	A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes) B: Compare Pre and Post Being Fit Matters/Fitnessgram student	A: Healthy School Inventory (Evaluate Your School) online B: Being Fit Matters Statistical Report (Portal)

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	am Data by school will be inserted here.	am School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	Matters/Fitnessgram data	assessments and upload data		assessments results	
			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
Be Smart Wellness Initiative	K-5	Wellness Champion	School Wide	Fall 2012	Attain Gold Level Status	Principal, Wellness Champion

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA	Wellness Champion Budget	Funds have not been released yet	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			

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

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners	1.1. Lesson Plans & Walkthrough
Additional Goal #1: There will be an increase in black student achievement	<u>2012 Current Level :*</u> Reading level 3 and above:6% (11) MathLevel 3and above: 4% (7)	<u>2013 Expected Level :*</u> All black students to make learning gains in reading and math					

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						*Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	PD Facilitator	School-Wide	Monthly	Review of materials and instruction for evidence of diversity in content and diversity of teaching modalities	Principal/AP

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
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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NA			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
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 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	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1:	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
There will be an increase in black student engagement							
	30%	Decrease the percent of Black students receiving referrals, and Receiving in school and					

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		out of school suspensions				regularly conducted	
			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
Positive Behavior Support	K-5	PLC Leader	School-Wide	Monthly	Review of school wide behavior data by demographics	Assistant Principal

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

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

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Total:			

Additional Goal IV Bradley MOU (s) NA

* 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			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	1.1. Increase in black graduation rate
Additional Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student graduation rate NA for Elementary							

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						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
NA Elementary						

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
NA Elementary			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA Elementary			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA Elementary			

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA Elementary			
Subtotal:			
Total:			

Additional Goal V Bradley MOU (s)

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

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

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		1.3.	1.3.	1.3.	1.3.	1.3.
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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
Differentiated Instruction	K-5	PD Facilitator	School-Wide	Monthly	Review of materials and instruction for evidence of rigor in instruction and differentiation by student interests, cultural background, prior knowledge of content, and skill level	Principal/AP

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

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Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
			Total:

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$71,288.28
Mathematics Budget	Total:\$71,288.28
Science Budget	Total:\$9,248.56
Writing Budget	Total:\$61,753.88
Attendance Budget	Total:\$0.00
Suspension Budget	Total:\$19,421.82
Dropout Prevention Budget	Total:\$0.00
Parent Involvement Budget	Total:\$13756.43
Additional Goals	

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	Total:
	Grand Total:
	Total:
	Grand Total:\$246.757.25

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance NA

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" 02+36+][,eader; 3. Select *OK*, this will place an "x" in the box.)

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.

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Assist with the evaluation and monitoring of the SIP plan.
Review school wide data.

Describe the projected use of SAC funds.	Amount
SAC funds are not available at this time. Funds will be used to enhance teaching and learning	
if funds become available.	