

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Anclote Elementary School	District Name: District School Board of Pasco County
Principal: Barbara Kleinsorge	Superintendent: Heather Fiorentino
SAC Chair: Anne Flor	Date of School Board Approval: TBA

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	Barbara Kleinsorge	Educational Leadership K-12	1	9	FY 2012 – School Grade “A” FY 2011 – School Grade “B” AYP “No” FY 2010 – School Grade “A” AYP “No”
Assistant Principal	Cynthia Bauman	Educational Leadership K-12 Elementary Education K-6 Music Education K-12	3	3	FY 2012 – School Grade “A” FY 2011 – School Grade “C” AYP “No” FY 2010 – School Grade “B” AYP “No”

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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	Margaret Gilroy	Elementary Education K-6 Reading Endorsement ESOL Endorsement	2	2	FY 2012 – School Grade “A” FY 2011 – School Grade “C” AYP “No”

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. Recruit: Applicants go through an extensive screening process to ensure they are the most highly qualified teacher for the position.	District Office School Administration	June 2013
2. Retain: Continue providing support to faculty members through job embedded training and learning communities. Anclote Elementary also provides support through coaching cycles. In addition, if first year teachers are hired there are regularly scheduled meetings and mentors are assigned.	Administration Literacy Coach	June 2013

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

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
TBA	Provide support to faculty members through job embedded training and learning communities. Anclote Elementary also provides support through coaching cycles. In addition, if first year teachers are hired there are regularly scheduled meetings and mentors are assigned.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	2% [1]	25% [12]	38% [18]	34% [16]	8.5% [4]	TBA	2% [1]	2% [1]	49% [23]

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
Highly Qualified Teachers	As Needed	Based on individual needs and feedback	Model classrooms for observations of best practices and job embedded professional development
Academic Coaches Margaret Gilroy – ELA	As needed	Based on content support	Modeling best practices and job embedded professional development

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I funds provide professional development opportunities to teachers and administrators that address the specific academic achievement needs of the school. Title I funds will be used to fund a readiness program for incoming kindergarteners. Title I funds will be used to provide instructional support and enrichment in extended school day programs for students.
Title I, Part C- Migrant N/A
Title I, Part D SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
Title II IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RtI) strategies that are proven to work with students with disabilities and students with behavior problems. Funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.
Title III Funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, to assist ELLs meet the academic content and English proficiency standards.
Title X- Homeless Social Worker provides resources for students identified as homeless.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
Violence Prevention Programs N/A
Nutrition Programs Anclote has a food and nutrition program that offers free breakfast to all students. Seventy-seven percent of our total population has qualified for free or reduced lunch.
Housing Programs N/A
Head Start Anclote Elementary has a Head Start program that supports preschoolers from low-income homes. A Pre-K parent orientation takes place in the spring informing parents of school expectations and providing materials to use with their children in preparation for the upcoming year. This program is an integral part of our school that services proximately 40

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

students and families.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Barbara Kleinsorge, Principal
- Cynthia Bauman, Assistant Principal
- Jillian Terry, Speech Language Pathologist
- Margaret Gilroy, Literacy Coach
- Lauren Sampson, School Psychologist
- Maura McShane, School Social Worker
- Cybil Holland, Guidance Counselor
- Jeanne Hoidalen, School Nurse
- Dawn Decker, Kindergarten Teacher
- Jacqueline Enerson, First Grade Teacher
- Nicole Gendron, Second Grade Teacher
- Anne Flor, Third Grade Teacher
- Tracey Daniels, Fourth Grade Teacher
- Melanie Weitz, Fifth Grade Teacher
- Tammy Visuvasam, ESE Teacher
- Allison LaGrande, Special Area Teacher

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

Administrators support the school wide MTSS implementation plan by making sure the school-based team receives professional development, communicates plans with parents and ensures there is adequate intervention support and documentation.

General education teachers participate in data collection, deliver core instruction and interventions to students (tier i, ii, and iii), dialogue and collaborate with other staff members on delivery of the core instruction and interventions throughout the leveled tiers and stay abreast of research best practices.

ESE teachers participate in student data collection, collaborate with general education teachers and integrate core instructional activities and interventions at tiers i, ii, and iii.

The **literacy coach** assists in the implementation of the K-12 literacy plan and keeps the staff up to date with research based interventions and supplemental services available to students at the different tier levels. In addition, she facilitates and supports data collection activities. Additionally, all **academic coaches** provide job embedded training, model exemplary practices, and implement the coaching cycle to staff members based on school-wide and individual needs. Also, they progress monitor by analyzing student data and trends in order to provide interventions and supplemental services that are researched based.

The **school psychologist's** main focus is to assist with the collection, interpretation, and analysis of data. The psychologist also provides support to the team by providing interventions and necessary professional development.

The **school services personnel** provide the team with information/trends in regards to attendance and programs available to support families and students through community based and school programs. In addition, these individuals analyze student academic and behavior data to provide interventions based on the needs of the students and families.

The MTSS Leadership Team includes **various school-based instructional personnel** that have been specifically trained to facilitate grade level teams as they work through the problem solving process at TBIT meetings.

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 Anclote Elementary MTSS Leadership Team Involvement includes:

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

- Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of school wide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of MTSS implementation progress.
- Assessment of school staff's skill development.

Development of professional development/technical assistance plan to support MTSS implementation.

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.

Professional Learning Communities will utilize the following data sources weekly:

Tier One Data Sources for MTSS implementation include:

Reading – FCAT Strands/MMH Treasures Unit Assessments/Florida Assessment in Reading/PMRN data management system/Pasco STAR data management system

Writing – FCAT/Monthly Writing Assessments using the Six Traits rubric and/or FCAT Holistic Rubric/Pasco STAR data management system

Math – FCAT Strands/Harcourt Go Math! Unit Assessments/CORE K-12 Benchmark Assessments/ Pasco STAR data management system/CORE K-12 data management system

Science – FCAT Strands/Harcourt Fusion Unit Assessments/CORE K-12 Benchmark Assessments/ CORE K-12 data management system

Behavior – School Wide Office Referrals/ Pasco STAR and TERMS data management systems

Tier Two Data Sources for MTSS Implementation include:

Reading – MMH Treasures Unit Assessments/Florida Assessment in Reading/PMRN data management system/Pasco STAR data management system/MMH Triumphs Assessments/Various Assessments as Needed to Progress Monitor Tier Two including FAIR TDI/Progress Monitoring Portfolio

Writing – Monthly Writing Assessments using the Six Traits rubric/Pasco STAR data management system/Progress Monitoring Portfolio

Math – Harcourt Go Math! Unit Assessments/CORE K-12 Benchmark Assessments/ Pasco STAR data management system/CORE K-12 data management system

Science – Harcourt Fusion Unit Assessments/CORE K-12 Benchmark Assessments/ CORE K-12 data management system/Progress Monitoring Portfolio

Behavior – School Wide Office Referrals/ Pasco STAR and TERMS data management systems/Check In-Check Out Logs/Functional Behavioral

Assessment/Individual Behavior Plans/Progress Monitoring Portfolio

Tier Three Data Sources for MTSS Implementation include:

Reading – Florida Assessment in Reading/PMRN data management system/Pasco STAR data management system/MMH Triumphs Assessments/Various Assessments as Needed to Progress Monitor including FAIR TDI/Kaleidoscope Progress Monitoring/Stevenson Progress Monitoring/ Progress Monitoring Plan Portfolio

Writing – Monthly Writing Assessments using the Six Traits rubric/Pasco STAR data management system/ Progress Monitoring Portfolio

Math – Harcourt Go Math! Unit Assessments/CORE K-12 Benchmark Assessments/ Pasco STAR data management system/CORE K-12 data management system

Science – Harcourt Fusion Unit Assessments/CORE K-12 Benchmark Assessments/ CORE K-12 data management system/ Progress Monitoring Portfolio

Behavior – School Wide Office Referrals/ Pasco STAR and TERMS data management systems/Check In-Check Out Logs/Functional Behavioral

Assessment/Individual Behavior Plans/ Progress Monitoring Portfolio

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the plan to train staff on MTSS.

Anclote Elementary will participate in ongoing professional development training that will focus on the following:

- Description of data collection processes to assess current staff skills.
- Identification of days available for MTSS professional development.
- Professional development plan
 - Resources to conduct professional development
- Resources to provide technical assistance and follow-up/support
- Plan for data collection to evaluate MTSS implementation levels (e.g., SAPSI).
- Ensure plan includes action steps for the development of absent or partially present MTSS infrastructure components

Describe the plan to support MTSS.

The AES MTSS/PSRtI Summer Work Group has developed an action plan for the upcoming year that includes a staff survey to gauge ongoing capacity for MTSS/PSRtI.

AES will provide infrastructure in the form of weekly-embedded teacher planning time for Tier I and Tier II problem solving.

AES will provide planning time for teachers to analyze Tier I benchmark data 3 times a year.

AES Leadership Team will include trained facilitators who will lead the grade level Tier I and Tier II problem-solving meetings. These facilitators will be supported through monthly leadership team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Coach facilitates the LLT. It consists of instructional staff representing a variety of grade levels and content areas.

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

The LLT meets monthly to build capacity within the instructional staff for improved literacy instruction including reading and writing.

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

Major initiatives this year for the LLT include increasing opportunities for students to set personal academic goals to increase motivation and engagement. It will also develop ways to increase writing in response to reading across content areas. The team will use the Common Core State Standards in ELA to monitor instruction and determine professional development needs for teachers.

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.

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

**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.

At Anclote Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: FLKRS (ECHOS and FAIR)

**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

N/A

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

N/A

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

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. Students have few opportunities for independent application of skills taught in isolation. This reduces their engagement and motivation .	1A.1. Increased opportunities for independent reading for immediate and practical application of reading skills. This includes a 30-minute intervention/enrichment block set aside in teachers' daily schedule for independent reading and goal setting along with opportunities for celebration.	1A.1. Classroom Teacher Literacy Coach Administration	1A.1. Analyzing student data (Student Goal Setting)	1A.1. Goal setting sheets Data Folders Walkthrough Observations 5x5s	
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
By June 2013, 37% of Anclote Elementary students will score at least a Level 3 in Reading on FCAT 2.0.	30%[81]	37%[101]						
				1A.2. Instruction within the 90-minute block may need adjustment due to the needs of the learner.	1A.2. Effectively use all components of the 90-minute reading block.	1A.2. Literacy Coach Administration	1A.2. Informal Observations Formal Observations Coaching Cycle Walkthroughs	1A.2. Literacy Walkthrough data FAIR Coaches Log 5x5s
				1A.3. The curriculum may not have sufficient interventions for comprehension skill development.	1A.3. Teachers will receive additional support and professional development in intervention strategies (comprehension skills and engagement strategies).	1A.3. Literacy Coach Administration	1A.3. Observations Coaching Cycle Analyzing student data (goal setting) Teacher Feedback	1A.3. Literacy Walkthrough data Lesson Plans Formative and Diagnostic Assessments 5x5s
			1A.4. Under-performing students may not be identified early enough for timely interventions to support and encourage growth.	1A.4. Teachers will progress monitor growth.	1A.4. ESE and Basic Ed. Teachers Literacy Coach	1A.4. Analyze student data by subgroups	1A.4. Weekly Assessments and FAIR	
			1A.5. Students may lack motivation and engagement in reading.	1A.5. Increased opportunities for celebration through a school-wide "Caught You Reading" Club academic recognition for reading.	1A.5. Classroom Teacher Literacy Coach Lead Literacy Team Administration	1A.5. "Caught You Reading" Statistics to determine participation and success.	1A.5. Bulletin Boards Student Recognition Lists	

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			2	2.1.	2.1.	2.1.	2.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>N/A</i>	<i>Enter numerical data for current level of performance in this box.</i>						
	<i>Enter numerical data for expected level of performance in this box.</i>		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 in reading.			2A.1. Students achieving above proficiency need additional opportunities with an enriched curriculum in literacy.	2A.1. Increased opportunities for independent reading to extend and refine critical thinking and problem solving skills. This includes a daily 30-minute block set aside in teachers’ daily schedule for independent research and inquiry to enrich their educational experiences.	2A.1. Classroom Teacher Literacy Coach Administration	2A.1. Informal Observations Formal Observations Coaching Cycle Analyzing student data (Student Goal Setting/Rubrics)	2A.1. Literacy Walkthroughs Lesson Plans Project Rubrics 5x5s
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 37% of Anclote Elementary students will score at a Level 4 or 5 in Reading on FCAT 2.0.	<i>30%/[82]</i>						
	<i>37%/[101]</i>		2A.2. Students may lack motivation and engagement in reading,	2A.2. Increased opportunities for celebration through a school-wide “Caught You Reading” Club academic recognition for reading.	2A.2. Classroom Teacher Literacy Coach Lead Literacy Team Administration	2A.2. “Caught You Reading” Statistics	2A.2. Bulletin Boards Student Recognition Lists
			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.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

<i>N/A</i>	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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 reading.			3A.1. Students may not be receiving the individualize instruction necessary for growth.	3A.1. Classroom Teachers and Interventionists will differentiate instruction based on assessment and utilize the resources for tiered instruction found in the reading curriculum and supplemental reading interventions.	3A.1 Classroom Teacher ESE Teachers Interventionist Literacy Coach Administration	3A.1 Ongoing Progress Monitoring (FAIR/Unit Tests/Spiral Reviews)	3A.1 Informal Observations Formal Observations Intervention Logs 5x5s
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 78% of Anclote Elementary students will make Learning Gains in Reading on FCAT 2.0.	71%[194]	78%[212]					
			3A.2 Students may lack motivation and engagement in reading,	3A.2. Increased opportunities for celebration through a school-wide "Caught You Reading" Club academic recognition for reading.	3A.2. Classroom Teacher Literacy Coach Lead Literacy Team Administration	3A.2. "Caught ya Reading" Statistics	3A.2. Bulletin Boards Student Recognition Lists
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>N/A</i>	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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

		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. Reading Goal #4A: By June 2013, 78% of Anclote Elementary students in the lowest quartile will make learning gains in Reading on FCAT 2.0.			4A.1. Students may not be receiving the individualize instruction necessary for growth.	4A.1. Classroom Teachers and ESE/ Intervention Teachers will differentiate instruction based on assessment and utilize the resources for tiered instruction found in the reading curriculum and supplemental reading interventions.	4A.1. Classroom Teacher ESE/Intervention Teachers Literacy Coach Administration	4A.1. Ongoing Progress Monitoring (FAIR/Unit Tests/Spiral Reviews)	4A.1. Walkthroughs Classroom Observations Intervention Checklists
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75%	81%					
			4A.2. Instruction: Students who have not achieved proficiency in reading need additional opportunities for intensive interventions	2A.2. AES will conduct an afterschool reading camp for the Lowest Quartile.	2A.2. Reading Camp Teachers Administration	2A.2. Ongoing Progress Monitoring	2A.2. FAIR Formative and Summative Assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4B: N/A			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>By June 2017, 78% of AES students will be proficient in reading based on annual assessment.</i>	Baseline data 2011-2012 56%	<i>As of June 2012, 56% of AES students were proficient in reading based on Reading FCAT 2.0.</i>	<i>By June 2013, 60% of AES students will be proficient in reading based on Reading FCAT 2.0.</i>	<i>By June 2014, 65% of AES students will be proficient in reading based on annual assessment.</i>	<i>By June 2015, 69% of AES students will be proficient in reading based on annual assessment.</i>	<i>By June 2016, 74% of AES students will be proficient in reading based on annual assessment.</i>	<i>By June 2017, 78% of AES students will be proficient in reading based on annual assessment.</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 subgroups:						
		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. Reading Goal #5B: <div style="text-align: center; font-size: 2em; font-weight: bold;">N/A</div>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: <i>N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Instruction within the 90-minute block needs to be differentiated for acceleration and previewing.	5D.1. Effectively use all components of the 90-minute reading block, including using differentiated instruction strategies for students with disabilities.	5D.1. Literacy Coach Administration	5D.1. Formal Observations Informal Observations Walkthroughs Coaching Cycles	5D.1. Literacy Walkthrough Data FAIR Coaches Log iObservation Reports
Reading Goal #5D: By June 2013, 30% of Anclote Elementary Students with Disabilities will be proficient in Reading on FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>24%</i>	<i>30%</i>					
			5D.2. The curriculum may not have sufficient interventions for comprehension skill development.	5D.2. Teachers will receive additional support and professional development in problem-solving for intervention development and implementation.	5D.2. Literacy Coach Administration	5D.2. Formal Observations Informal Observations Coaching Cycles Student Goal Setting	5D.2. Grade Level Data Chat Logs Lesson Plans Formative and Diagnostic Assessments iObservation Reports
		5D.3. Skills deficiencies of students with disabilities may not be identified early enough for timely intervention instruction to support and encourage growth.	5D.3. Progress Monitor Growth	5D.3. ESE and Basic Education Teachers Literacy Coach Administration	5D.3. Analyze Data by subgroups. TBIT Problem-Solving SBIT Problem-Solving	5D.3. Grade Level Data Chats TBIT Worksheets SBIT Boards	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Economically disadvantaged students often lack motivation and engagement in addition to fewer opportunities for the independent application of skills.	5E.1. Increased opportunities for independent reading for immediate and practical application of reading skills. This includes a daily 30-minute block set aside in teachers' daily schedule for independent reading interventions, as well as student goal setting to encourage independent reading at home.	5E.1. Classroom Teacher Literacy Coach Administration	5E.1. Analyzing student data (Student Goal Setting)	5E.1. Goal setting sheets Walkthrough Observations FAIR
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 58% of Anclote Elementary Economically Disadvantaged students will be proficient in Reading on FCAT 2.0.	51%	58%					
			5E.2. Students may lack motivation and engagement in reading,	5E.2. Increased opportunities for celebration through a school-wide "Caught ya Reading" Club academic recognition for reading.	5E.2. Classroom Teacher Literacy Coach Lead Literacy Team Administration	5E.2. "Caught ya Reading" Statistics	5E.2. Bulletin Boards Student Recognition Lists
			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
Differentiated Instruction Book Study	ALL	Literacy Coach	School-Wide	Quarterly Professional Development	Teacher Journal/Log Responses	Literacy Coach Administration
The Highly Engaged Classroom Book Study	ALL	Administration	School-Wide	Monthly Professional Development	Teacher Journal/Log Responses	Administration
The Reflective Teacher Book Study	ALL	Administration	School-Wide	Monthly Professional Development	Teacher Journal/Log Responses	Administration
Data Chats PLC	ALL	Grade Level Facilitator	Grade Level Teams	Monthly PLC for Reading	Log Sheets	Administration

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

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

Reading Budget (Insert rows as needed)

Include only school-funded activities/materials and exclude district-funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study/Professional Development	PD Books	Title I	4,000.00
Quarterly Professional Development	Substitutes	Title I	4,000.00
Data Days (3x Year)	Substitutes	Title I	3,000.00
			Subtotal: 11,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Intensive Differentiated Instruction	1 Basic Intervention Teacher	Title I	70,000.00
ESD Reading Camp	2 Teachers and Transportation	Title I	2,000.00
Problem Solving Support	.1 School Psychologist	Title I	5,603.12
			Subtotal: 77,603.12
			Total: 88,603.12

End of Reading Goals

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

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 exposure to intensive English language listening/speaking practice.	1.1. Imagine Learning Web-Based Practice for Speaking, Listening, and Reading	1.1. Classroom Teacher ESOL Resource Teacher Literacy Coach Technology Specialist Administration	1.1. Ongoing Progress Monitoring	1.1. Imagine Learning Reports
CELLA Goal #1: <i>By June 2013, 50% of AES ELL students will score proficient on the CELLA.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <div style="text-align: center; font-size: 24pt; font-weight: bold;">45%[17]</div>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Lack of exposure to intensive English language reading practice.	2.1. Imagine Learning Web-Based Practice for Speaking, Listening, and Reading	2.1. Classroom Teacher ESOL Resource Teacher Literacy Coach Technology Specialist Administration	2.1. Ongoing Progress Monitoring	2.1. Imagine Learning Reports
CELLA Goal #2: <i>By June 2013, 38% of AES ELL students will score proficient on the CELLA.</i>	2012 Current Percent of Students Proficient in Reading: <div style="text-align: center; font-size: 24pt; font-weight: bold;">31%[12]</div>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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.		2.1. Lack of exposure to intensive English language writing practice.	2.1. Students will have additional opportunities to write in response to what they are reading through blogging.	2.1. Classroom Teacher ESOL Resource Teacher Literacy Coach Technology Specialist Administration	2.1. Ongoing Progress Monitoring	2.1. Blogging Rubrics Student Goal Setting
CELLA Goal #3: <i>By June 2013, 38% of AES ELL students will score proficient on the CELLA.</i>	2012 Current Percent of Students Proficient in Writing :					
	33%[10]					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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. Under-performing students have few opportunities for independent application of skills through problem solving and critical thinking	1A.1. Teachers will receive additional support and professional development in problem solving strategies, developing and implementing math stations, and increasing student engagement through the use of personal goal setting and school-wide motivational supports.	1A.1. Administration	1A.1. The staff will conduct data analysis in order to monitor student progress.	1A.1. CORE K-12 Benchmark tests administered three times during the school year (fall, winter, spring). Math Spreadsheets Think Central Reports FCAT
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 40% of Anclote Elementary students will make score at least a Level 3 in Math on FCAT 2.0.	32%[88]	40%[110]					
			1A.2. Skill deficiencies of students may not be identified early enough for timely interventions to support and encourage growth.	1A.2. Progress Monitor Growth	1A.2 ESE and Basic Ed Teachers Administration	1A.2. Analyze student data by subgroups – Monthly Data Chats	1A.2. Pre/Post formative assessments from Harcourt Go Math! Data Chat Logs/Problem Solving Worksheets
			1A.3. Students may not be receiving the individualized instruction necessary for proficiency.	1A.3. All teachers will differentiate instruction through math stations and small group instruction on a daily basis.	1A.3. Classroom Teachers Administration	1A.3. Observations Walkthroughs Coaching Cycle	1A.3. Informal Observations Lesson Plans
			1A.4 Students may lack engagement and motivation to practice math skills	1A.4 IXL Web-based Math Practice and Intervention	1A.4 Classroom Teacher Technology Specialist Administration	1A.4 Ongoing Progress Monitoring	1A.4 IXL Progress Reports Student Goal Setting/Data Folders

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>N/A</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Curriculum: Students achieving above proficiency need more opportunities to apply higher order thinking skills including critical thinking and problem solving to math activities.	2A.1. Teachers will receive additional support and professional development in problem solving strategies, developing and implementing math stations, and increasing student engagement through the use of personal goal setting and school-wide motivational supports	2A.1. Administration	2A.1. The staff will conduct data analysis in order to monitor student progress.	2A.1. CORE K-12 Benchmark tests administered three times during the school year (fall, winter, spring). FCAT
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 33% of Anclote Elementary students will score at least a Level 4 or 5 in Math on FCAT 2.0.	<i>26%[71]</i>	<i>33%[90]</i>					
			2A.2. Students may not be receiving the individualized instruction necessary for proficiency.	2A.2. All teachers will differentiate instruction through math stations and/or small group instruction on a daily basis.	2A.2. Classroom Teachers Administration	2A.2. Observations Walkthroughs Coaching Cycle	2A.2. Informal Observations Lesson Plans
			2A.3. Students may lack engagement and motivation to practice math skills independently	2A.3. IXL Web-based Math Practice and Intervention	2A.3. Classroom Teacher Technology Specialist Administration	2A.3. Ongoing Progress Monitoring	2A.3. IXL Progress Reports Student Goal Setting/Data Folders
			2A.4. Curriculum: Students who have achieved proficiency in math need additional opportunities to extend and refine math skills and concepts.	2A.4. ESD Math Enrichment	2A.4. Enrichment Teachers Administration	2A.4. Notebooks Checks Walkthroughs	2A.4. Notebook Rubric

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A</i>	<i>Enter numerical data for current level of performance in this box.</i>						
	<i>Enter numerical data for expected level of performance in this box.</i>						
			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.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students may not be receiving the individualized instruction necessary for growth in math.	Classroom Teachers will differentiate instruction based on assessment and utilize the resources for tiered instruction found in the math curriculum.	Administration	The staff will conduct data analysis in order to monitor student progress.	Pre/Post formative assessments from Harcourt Go Math!
By June 2013, 83% of Anclote Elementary students will make Learning Gains in Reading on FCAT 2.0.	77%[211]	83%[226]					
			Students may lack engagement and motivation to practice math skills independently	IXL Web-based Math Practice and Intervention	Classroom Teacher Technology Specialist Administration	Ongoing Progress Monitoring	IXL Progress Reports Student Goal Setting/Data Folders
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

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

<u>Mathematics Goal #3B:</u> <p style="text-align: center; font-size: 2em;">N/A</p>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>				
			3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Students may not be receiving the individualized instruction necessary for growth in math.	4A.1. Classroom Teachers will differentiate instruction based on assessment and utilize the resources for tiered instruction found in the math curriculum.	4A.1. Administration	4A.1. The staff will conduct data analysis in order to monitor student progress.	4A.1. Pre/Post formative assessments from Harcourt Go Math!
<u>Mathematics Goal #4A:</u> By June 2013, 78% of Anclote Elementary students will make Learning Gains in Reading on FCAT 2.0.	<u>2012 Current Level of Performance:*</u> <p style="text-align: center; font-size: 1.5em;">73%</p>	<u>2013 Expected Level of Performance:*</u> <p style="text-align: center; font-size: 1.5em;">80%</p>					
			4A.2 Students may lack engagement and motivation to practice math skills independently	4A.2 IXL Web-based Math Practice and Intervention	4A.2 Classroom Teacher Technology Specialist Administration	4A.2 Ongoing Progress Monitoring	4A.2. IXL Progress Reports Student Goal Setting/Data Folders
			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.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

<i>N/A</i>	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>By June 2017, 79% of AES students will be proficient in mathematics based on annual assessment.</i>	Baseline data 2011-2012 58%		<i>By June 2012, 58% of AES students were proficient in mathematics based on Mathematics FCAT 2.0.</i>	<i>By June 2013, 62% of AES students will be proficient in mathematics based on Mathematics FCAT 2.0.</i>	<i>By June 2014, 66% of AES students will be proficient in mathematics based on annual assessment.</i>	<i>By June 2015, 71% of AES students will be proficient in mathematics based on annual assessment.</i>	<i>By June 2016, 75% of AES students will be proficient in math based on annual assessment.</i>	<i>By June 2017, 79% of AES students will be proficient in math based on annual assessment.</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 subgroups:			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. Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.						
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:						

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

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		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.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students with disabilities may not have adequate, repeated exposure to the curriculum at their level to accelerate the learning through differentiated instruction.	5D.1. Teachers will receive additional support and professional development in differentiated instruction by developing and implementing math stations and small group instruction that scaffolds the learning for students with disabilities through previewing and acceleration.	5D.1. Basic Ed Teachers ESE Teachers	5D.1. The staff will conduct data analysis in order to monitor student progress	5D.1. The progress of students with disabilities will be monitored using the CORE K-12 benchmark tests administered three times during the school year, as well as classroom chapter tests.
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 47% of Anclote Elementary Students with Disabilities will be proficient in Mathematics on FCAT 2.0.	<i>41%</i>	<i>47%</i>					
			5D.2. Skill deficiencies of students may not be identified early enough for timely intervention instruction to support and monitor growth.	5D.2. Progress monitor growth	5D.2. Basic Ed Teachers ESE Teachers	5D.2. Analyze student subgroups	5D.2. Pre/Post formative assessments from Harcourt Go! Math series. Additional Progress Monitoring as needed

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

		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.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Economically disadvantaged students often lack motivation and engagement and need additional opportunities for the independent application of skills.	Students will use the IXL on-line software to independently practice math facts and problem solving skills in school and at home.	Classroom Teacher Technology Specialist Administration	Analyze Student results and participation Parent Feedback	IXL Data tracking system Parent Surveys
By June 2013, 62% of Anclote Elementary Economically Disadvantaged Students will score at least a Level 3 in Mathematics on FCAT 2.0.	55%	62%					
			5E.2. Curriculum: Students who have achieved proficiency in math need additional opportunities to extend and refine math skills and concepts.	5E.2. ESD Math Enrichment w/Transportation	5E.2. Enrichment Teachers Administration	5E.2. Notebooks Checks Walkthroughs	5E.2. Notebook Rubric
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Mathematics 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
Differentiated Instruction Book Study	ALL	Literacy Coach	School-Wide	Quarterly Professional Development	Teacher Journal/Log Responses	Literacy Coach Administration
Data Chats PLC	ALL	Grade Level Facilitator	Grade Level Teams	Monthly PLC for Math	Log Sheets	Administration
IXL Intro	ALL	Technology Specialist	School-Wide	First Quarter	Class/Student Reports	Teachers/Tech Specialist/Administration

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
IXL	Web-Based Math Skills Program	Title I	2,000.00
			Subtotal: 2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Additional Planning Time for Data Chats	.2 PE Teacher	Title I	9,000.00
			Subtotal: 9,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Extended School Day Math Enrichment	2 Teachers and Transportation	Title I	2,000.00
			Subtotal: 2,000.00
			Total: 13,000.00

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students may not be receiving exposure to the complete science curriculum.	1A.1. AES will utilize NGSSS standards based science curriculum maps.	1A.1. Administration Curriculum Committee	1A.1. Walkthrough Informal Observations Formal Observations	1A.1. CORE K-12 Science Benchmark Test Lesson Plans AES Curriculum Binder
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 40% of Anclote Elementary students will score a Level 3 in Science on FCAT 2.0.	33%[28]	40%[34]					
			1A.2. Students may not have instruction in or opportunities to participate in the scientific method.	1A.2 Students will participate in a weekly science investigation.	1A.2. Classroom Teachers Administration Curriculum Committee	1A.2. Informal Observations Formal Observations Walkthroughs	1A.2. CORE K-12 Science Benchmark Test Lesson Plans
			1A.3. Students may need additional motivation to be successful in science	1A.3. AES will facilitate individual Goal Setting through Science Notebooks	1A.3. Classroom Teacher ESE Teacher Administration	1A.3. Notebook Checks	1A.3 Notebook Rubrics
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Curriculum: Students who have achieved proficiency in science need additional opportunities to extend and refine science skills and concepts.	2A.1. Students will participate in a weekly, differentiated science investigation that provides opportunities to extend and refine problem solving and critical thinking skills for those demonstrating skills above proficiency on baseline benchmark tests.	2A.1. Classroom Teachers Administration	2A.1. Walkthrough Observations	2A.1. CORE K-12 Science Benchmark Tests 5x5s Lesson Plans
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 23% of Anclote Elementary students will score a Level 4 or 5 in Science on FCAT 2.0.	15%[12]	23%[19]					
			2A.2. Curriculum: Students who have achieved proficiency in science need additional opportunities to extend and refine science skills and concepts.	2A.2. ESD Science Enrichment	2A.2. Enrichment Teachers Administration	2A.2. Notebooks Checks Walkthroughs	2A.2. Notebook Rubric
			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.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Science Professional Development

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

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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Notebook Training	Substitutes/Stipends	Title I	1,000.00
			Subtotal: 1,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
ESD Science Enrichment Camp	2 Teachers and Transportation	Title I	2,000.00
			Subtotal: 2,000.00
			Total: 3,000.00

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

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Curriculum: Teachers are learning to utilize the new CCSS in English/Language Arts for writing and literacy skills.	1A.1. The Lead Literacy Team will select professional development to help teachers integrate the CCSS into their Writing lessons.	1A.1. Lead Literacy Team Literacy Coach Classroom Teacher	1A.1. Walkthroughs Monthly Writing Benchmark Results	1A.1. Six-Traits Rubric Monthly “Mini” Prompt linked to target skill/trait
Writing Goal #1A: <i>By June 2013, 83% of Anclote Elementary students will be proficient in Writing according to FCAT 2.0.</i>	2012 Current Level of Performance:* 76% [71]	2013 Expected Level of Performance:* 83%[77]					
			1A.2. Instruction: Students lack exposure to writing opportunities	1A.2. Teachers will increase opportunities for writing across the curriculum utilizing technology.	1A.2. Lead Literacy Team Literacy Coach Administration	1A.2. Literacy Walkthroughs Observations Student/Classroom Blogs	1A.2. Walkthrough Data
			1A.3. Students lack engagement/motivation in writing	1A.3. AES will implement a school-wide writing incentive plan utilizing technology to increase opportunities for celebration.	1A.3. Basic Teachers ESE Teacher Lead Literacy Team Literacy Coach Administration	1A.3. Student Goal Setting Walkthroughs Student/Classroom Blogs	1A.3. Student Data Folder
			1A.4. Under-performing students may not be identified early enough for timely interventions to support and encourage growth.	1A.4. Progress monitor growth	1A.4. ESE and Basic Ed. Teachers Literacy Coach	1A.4. Analyze student data Writing Spreadsheets Grade Level PLC Data Chats	1A.4. Monthly “Mini” Prompts Six-Traits Rubric
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected</i>					

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

	<i>this box.</i>	<i>this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase engagement utilizing technology	Tablets	Title I	4,000.00
Increase engagement utilizing technology	Laptops	Title I	4,888.00
			Subtotal: 8,888.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

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

Developing Digital Formats for Writing	.5 Technology Specialist	Title I	36,225.00
			Subtotal: 36,225.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 45,113.00

End of Writing Goals

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of communication between school and parents about the importance of attendance and legal requirements.	1.1. AES will form an Attendance Committee that will meet monthly to review attendance concerns and follow through on specific situations. Teachers will follow a uniform procedure to notify the committee about specific attendance concerns.	1.1. School Social Worker School Nurse Administration	1.1. Attendance Rate	1.1. Data from TERMS/eSembler/Pasco STAR
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<i>During the 2012-2013 AES will increase its attendance rate by 2%.</i>	95%	97%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	191	165					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					

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

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

	100	75					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AES Attendance Notification Procedures	ALL	Admin/Social Worker	School-Wide	Pre-Planning Week of August 13, 2012	Monthly Attendance Committee	Administration School Social Worker

Attendance Budget (Insert rows as needed)

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

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Curriculum: Students lack background knowledge and experiences in social/emotional skills and situational problem solving	1.1. The Second Step Social/Emotional Instructional Program will be incorporated into the curriculum and schedule each week to help students build social emotional skills.	1.1. Classroom Teacher Administration	1.1. Track Discipline Data-Pasco STAR Behavior Reports	1.1. Office referrals – TERMS/Pasco Star Daily Schedule/Lesson Plans
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>By June 2013, AES will reduce the number of suspensions by 50%.</i>	3	2					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	3	2					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8	4					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	8	4					

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

		1.2. Students lack motivation to behave safely, respectfully, and responsibly.	1.2. Update and Implement AES Positive Behavior Plan including "Caught ya Sailing" tickets and celebrations.	1.2. Classroom Teacher School Counselor Discipline Committee Administration	1.2. Track Discipline Data- Pasco STAR Behavior Reports	1.2. Office Discipline Referrals – TERMS/Pasco Star
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AES Positive Behavior Plan	ALL	School Counselor	School-Wide	Preplanning Week August 13, 2012	Discipline Committee Meetings	School Counselor Administration

Suspension Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>See PIP</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	1.1.	1.1.	1.1.	1.1.	1.1.
	<i>SEE AES PIP</i>	<i>SEE AES PIP</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

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

--	--	--	--	--	--	--

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Muffins and Math	Parent Math AM Workshops/Materials	Title I	500.00
			Subtotal: 500.00
			Total: 500.00

End of Parent Involvement Goal(s)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>During the 2012-2013 school year, AES will increase opportunities for students to explore STEM curriculum.</i>	1.1 Curriculum: Students who have achieved proficiency in science need additional opportunities to extend and refine science skills and concepts.	1.1 ESD Science Enrichment	1.1 Enrichment Teachers Administration	1.1 Notebooks Checks Walkthroughs	1.1 Notebook Rubric
	1.2 Engagement/Motivation: Students and families need additional opportunities to participate in science enrichment activities.	1.2 Science Night – Science Stations and Investigations	1.2 Science Curriculum Committee	1.2 Parent Survey	1.2 Parent Survey Result/Attendance

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: <i>During the 2012-2013 school year, AES will increase student participation in career investigation.</i>	1.1. Students have a lack of exposure to a variety of career choices	1.1. Great American Teach In	1.1. GATI Chairperson	1.1. Participant and Student Surveys/Feedback Analysis	1.1. Surveys
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 88,603.12
CELLA Budget	Total: 0.00
Mathematics Budget	Total: 13,000.00
Science Budget	Total: 3,000.00
Writing Budget	Total: 45,113.00
Civics Budget	Total: N/A
U.S. History Budget	Total: N/A
Attendance Budget	Total: 0.00
Suspension Budget	Total: 0.00
Dropout Prevention Budget	Total: N/A
Parent Involvement Budget	Total: 500.00
STEM Budget	Total: 0.00
CTE Budget	Total: 0.00
Additional Goals	Total: N/A
Grand Total: \$150,216.12	

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The Anclote Elementary School Advisory Council meets monthly (8 times a year) to develop and monitor the School Improvement Plan. It analyzes the effectiveness of SIP strategies through parent and community feedback. It provides input for continued school improvement, as well as an avenue of communication with the broader school community and its stakeholders. If there are funds to be distributed, it does this by considering what projects or materials will have the greatest impact on the whole student population. SAC also participates in sessions to expand their collective knowledge about the district vision, the school mission, and programs that support the vision/mission including Title I.

Describe the projected use of SAC funds.	Amount
Each year there are funds, SAC consults with teachers and parents in order to make an informed decision about the needs of the students. If there are funds to be distributed, it does this by considering what projects or materials will have the greatest impact on the whole student population.	TBA