

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

|  |   |
|--|---|
| School Name: Williston Elementary School | District Name: Levy                     |
| Principal: Marla Hiers                   | Superintendent: Robert Hastings         |
| SAC Chair: Mary Guinsler                 | Date of School Board Approval: 10/16/12 |

#### 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.

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| 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           | Marla Hiers   | Bachelor's Degree from Tri-State University<br>Elementary Education<br>Master's Degree from the University of South Florida in Educational Leadership<br>Certifications:<br>School Principal (all levels)<br>Elementary Education (1-6)<br>ESOL K-12 /Endorsement<br>Specific Learning Disabilities (K-12)<br>NEFEC Principal<br>Leadership Academy Tier II School Leaders Program<br>Danielson Proficiency Certification 2012 | 5 years                           | 21 years                            | <table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>Score</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td>03/04</td> <td>B</td> <td>396</td> <td>90%</td> </tr> <tr> <td>04/05</td> <td>B</td> <td>393</td> <td>93%</td> </tr> <tr> <td>05/06</td> <td>A</td> <td>428</td> <td>100%</td> </tr> <tr> <td>06/07</td> <td>B</td> <td>511</td> <td>92%</td> </tr> <tr> <td>10/11</td> <td>B</td> <td>508</td> <td>74%</td> </tr> <tr> <td>11/12</td> <td>C</td> <td>482</td> <td></td> </tr> </tbody> </table> | Year | Grade | Score | AYP | 03/04 | B | 396 | 90% | 04/05 | B | 393 | 93% | 05/06 | A | 428 | 100% | 06/07 | B | 511 | 92% | 10/11 | B | 508 | 74% | 11/12 | C | 482 |  |
| Year                | Grade         | Score  | AYP                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 03/04               | B             | 396  | 90%                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 04/05               | B             | 393  | 93%                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 05/06               | A             | 428  | 100%                              |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 06/07               | B             | 511  | 92%                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 10/11               | B             | 508  | 74%                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 11/12               | C             | 482  |                                   |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| Assistant Principal | Melissa Lewis | Bachelor's Degree from Saint Leo University<br>Elementary Education K-6<br>Master's Degree from Saint Leo University in Educational Leadership<br>Certification:<br>Middle Grades Math 5-9<br>Endorsements:<br>Reading<br>ESOL<br>Danielson Proficiency Certification 2012   | 0 years                           | 2 years                             | <table border="1"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>Score</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>B</td> <td>508</td> <td>74%</td> </tr> <tr> <td>11/12</td> <td>C</td> <td>482</td> <td></td> </tr> </tbody> </table>  | Year | Grade | Score | AYP | 10/11 | B | 508 | 74% | 11/12 | C | 482 |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| Year                | Grade         | Score  | AYP                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 10/11               | B             | 508  | 74%                               |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |
| 11/12               | C             | 482  |                                   |                                     |   |      |       |       |     |       |   |     |     |       |   |     |     |       |   |     |      |       |   |     |     |       |   |     |     |       |   |     |  |

**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      | Barbara Hoyt  | Bachelor’s Degree in Adult Education Master’s of Science Degree in Elementary Education Certifications: Elementary Education, ESOL Endorsed, Reading Endorsed | 5 years                           | 3 years                                   | Year  | Grade | Score | AYP % |
|              |               |   |                                   |   | 08/09   | A     | 559   | 90%   |
|              |               |   |                                   |   | 09/10   | B     | 502   | 77%   |
|              |               |   |                                   |   | 10/11   | B     | 508   | 74%   |
|              |               |   |                                   |   | 11/12   | C     | 482   |       |
| Rtl          | Chloe Gabriel | Bachelor’s Degree in Elementary Education – St. Leo University, Master’s Degree in Instructional Leadership – St. Leo University ESOL Endorsed                | 6 years                           | 3 years                                   | Year  | Grade | Score | AYP % |
|              |               |   |                                   |   | 08/09   | A     | 559   | 90%   |
|              |               |   |                                   |   | 09/10   | B     | 502   | 77%   |
|              |               |   |                                   |   | 10/11   | B     | 508   | 74%   |
|              |               |   |                                   |   | 11/12   | C     | 482   |       |
|              |               |   |                                   |   |   |       |       |       |

**Highly Effective Teachers**

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

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| Description of Strategy   | Person Responsible | Projected Completion Date |
|---|--------------------|---------------------------|
| 1. Representatives attended recruitment fairs at the University of Florida, Florida State University, Florida Agriculture and Mechanical University, Valdosta State University, Florida Southern University, North Florida University, Central Florida University, and the Minority Recruitment Job Fair. | Marla Hiers        | On-going                  |
| 2. Relationships have been developed with St. Leo University and the University of Florida, as well as Central Florida Community College. Provides mock interviews for prospective teachers   | Marla Hiers        | On-going                  |
| 3. Applitrack, an on-line application that principals and other administrators may view directly, is in use. Applicants may complete an on-line application 24/7 which is user friendly. Principals may use this as a screening mechanism.  | Marla Hiers        | On-going                  |
| 4. Opportunities and assistance will be provided for paraprofessionals to attend ESE workshops as well as attend CARD (Center for Autism Related Disorders) workshops. This will better prepare them to work with ESE students and students with Autism Spectrum Disorders.                               | Marla Hiers        | On-going                  |
| 5. Bi-weekly meetings are held with paraprofessionals, teachers, and the reading coach to examine current needs and concerns associated with working with children across grade levels.   | Marla Hiers        | On-going                  |
| 6. Weekly collaborative planning meetings provide support and interaction among team members in planning for NGSSS and CCSS.  | Marla Hiers        | On-going                  |

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

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|---------|--|
| 11% (4) | ESOL Courses, PD360, Certification Testing Materials, Certification Test Prep Classes, Release time to meet with FDLRS |
|---------|--|

**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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|-------------------------|
| 34                                  | 3% (1)                   | 24% (8)                                    | 29% (10)                                    | 44% (15)                                   | 35% (12)                            |                             | 29% (10)                    | 3% (1)                              | 62% (21)                |

**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  |
|--------------|-----------------|--|---|
| Nancy Bowman | Michelle Ruiz   | Nancy demonstrates exemplary qualities as a campus leader, grade level facilitator, and community member. She attends all professional development activities and applies the strategies with her instruction. Nancy has represented her team on district curriculum mapping. She has been directly involved with the implementation of Learning Focused strategies and is a very effective teacher. | A mentoring program is provided for first and second year teachers. They are provided with a highly qualified, experienced teacher with Clinical Educator training to assist and guide them in the area of instruction, planning, discipline, and other activities. Individual and small group meetings will include: regular face-to-face meetings, workshops, in-services, and team meetings. Pre and post observations are documented for beginning teachers: peer teachers keep |

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|                      |                        |   |   |
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|                      |                        |   | <p>a file and check off required competencies as well as report to the principal. Deficiencies are noted and assistance provided. A checklist and the completed packet of the above standards are used for evaluation purposes. The principal, mentor and teacher sign-off on achieved competencies and then forward to the District Personnel Office at the end of the year.</p> |
| <p>Mary Guinsler</p> | <p>Jessica Coffelt</p> | <p>Mary is a highly qualified teacher and team facilitator. She is a mentor trainer and is in charge of all mentoring activities on campus. She has worked on curricular maps for the county, leads our SAC meetings and is the School Improvement Coordinator. Mary has been directly involved with the implementation of Learning focused strategies and is a very effective teacher.</p> |   |

**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.

|  |
|--|
| <p>Title I, Part A</p> <p>Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Highly qualified teachers and paraprofessionals will be used for supporting our lowest quartile. The district coordinates with Title II and Title III in ensuring staff development needs are provided.</p> |
| <p>Title I, Part C- Migrant</p> <p>Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I, district, school administration, ESOL Coordinator and other programs to ensure student needs are met. The Liaison provides additional tutoring services to students identified as migrant.</p>                               |
| <p>Title I, Part D</p>   |

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|   |
|---|
| N/A   |
| <p><b>Title II</b></p> <p>District receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Williston Elementary School are used to provide professional development.</p>   |
| <p><b>Title III</b></p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. An ESOL aide is provided once the school has reached 15 ESOL/LY students.</p>  |
| <p><b>Title X- Homeless</b></p> <p>District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Our school social worker provides transportation and collaborates with local social services to provide support.</p>  |
| <p><b>Supplemental Academic Instruction (SAI)</b></p> <p>Title VI funds will be used to target the lowest quartile, and third graders who have not been retained, with special tutoring services. Highly qualified teachers and paraprofessionals will be utilized. This will also be offered to those ELL students who are demonstrating a need for supplemental instruction beyond the school day.</p>  |
| <p><b>Violence Prevention Programs</b></p> <p>The Levy County Sheriff's Office provides a Safe and Drug Free school unit. We have a Bullying Prevention program and a curriculum that addresses character education and conflict resolution. CDS provides a full time counselor who meets with each class every seven days implementing a program called, "Too Good for Drugs, Too Good for Violence", as the core curriculum. Our school is a PBS school which focuses on and rewards positive behaviors. Tier 2 &amp; Tier 3 RtI behavior interventions are provided by the guidance counselor.</p> |
| <p><b>Nutrition Programs</b></p> <p>Every classroom teacher provides at least five hours of documented nutrition instruction.</p>   |
| <p><b>Housing Programs</b><br/>N/A</p>  |
| <p><b>Head Start</b><br/>N/A</p>  |
| <p><b>Adult Education</b><br/>N/A</p>   |
| <p>Career and Technical Education Day is hosted by our Special Area Team and the Guidance Counselor. Community volunteers share their various careers with the student body.</p>  |
| <p><b>Job Training</b></p>  |



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The senior community service employment program, Experience Works, places senior citizens at our school to learn a trade and gain skills to become employed in a specific field. This internship may be for up to four years or until they find employment.

**Other**

A partnership with the University of Florida has been formed to provide interns an opportunity for practical teaching experience with ELL students. Interns spend one day a week working with ELL students in their classrooms to support one-on-one intensive instruction for the first semester.

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

**School-Based MTSS/RtI Team**

Identify the school-based MTSS leadership team.

Principal - Marla Hiers

Assistant Principal – Melissa Lewis

Reading Coach - Barbara Hoyt

RtI Teacher - Chloe Gabriel

Guidance Counselor - Celeste Greenlee

Classroom Teachers

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

The purpose of the RtI Leadership team is to provide high quality instruction/intervention matched to student need and analyze performance and learning rate over time to make decisions and to guide instruction. The team also educates parents about RtI practices and criteria.

The RtI Leadership team will meet once every three weeks with every teacher individually to engage in one or more of the following activities:

- \*Review and interpret student data, at the grade level and classroom level, through Performance Matters, grades, observations (Academic and Behavior) to make instructional
- \*decisions; identify students who are meeting and/or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; identify needs for professional development; create and communicate intervention plans and progress to all personnel involved; understand criteria for knowing when to increase and decrease intensity of a student's interventions.

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?

All team members were involved with disaggregating, reviewing and reflecting on the prior year's data. The team provided data on Tier I, II and III targets and academic areas needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Research-based strategies and resources, higher order questioning); Acceleration (including advance organizers, activating prior knowledge, previewing learning strategies, reviewing prerequisite content, and providing vocabulary that students will need in order to be successful during a lesson); and aligned processes and procedures.

**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: CIM Assessments, FAIR, FCAT, Levy Interim Assessments (LIA)

Progress Monitoring: CIM Assessments, FAIR, LIA, common assessments, Tier II and Tier III research-based common assessments, Monthly Fluency Tracking Sheets

**June 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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|--|
| Midyear: CIM Assessments, FAIR, LIA<br>End of year: FAIR, CIM Assessments, FCAT, LIA<br>Frequency of data chats: Every 6-8 weeks, which include parent, teacher and student.   |
| Describe the plan to train staff on RtI.<br>Professional Development sessions will occur during grade level meetings and early release days throughout the school year by the RtI teacher, Chloe Gabriel.  |
| Describe the plan to support MTSS.<br>Preplanning- Catching Kids Up with Acceleration training by Learning Focused Schools<br>Early Release Days- 4 one-hour Learning Focused trainings focused on support for tier students<br>Daily- 30 minute reading and math intervention with differentiated instruction, Content Mastery for additional support for Lowest Quartile, Rosetta Stone, Reading Assistant for ELL, Success Maker, and Behavior guidance support built into campus schedule. |

**Literacy Leadership Team (LLT)**

| School-Based Literacy Leadership Team  |
|--|
| Identify the school-based Literacy Leadership Team (LLT).<br>Marla Hiers, Melissa Lewis, Mary Guinsler, Hillary Cribbs, Kathy Clemons, Tina Roberts, Jeanne Dubois, Nancy Bowman, Helen Darling, Donna Lovvorn, Barbara Hoyt, Chloe Gabriel  |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet the first Monday of the month; an agenda is established based on the SIP, concerns from grade level meetings, progress monitoring data, intervention needs, and an opportunity given for members to voice concerns, problem-solve, research solutions, and find research based alternatives. The LLT is involved in School Improvement trainings of reading strategies with the reading coach on all School Improvement Early Release days. |
| What will be the major initiatives of the LLT this year?<br>Working together across grade levels and using every resource possible to create a better intervention schedule that moves our bottom quartile and subgroups up: every child making a minimum of one year's growth through whole group instruction, differentiated small group within the 90-minute reading block, ability grouped intervention teams, SUMS math and science, manipulatives, resources, technology, acceleration, and Learning Focused strategies.                           |

**Public School Choice**

- **Supplemental Educational Services (SES) Notification**  
*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

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

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.  
We assist our sister school, JBES, in sending out information to parents about enrollment and up-coming deadlines, promotions, and general information.

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

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

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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

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

| Reading Goals   |  |   | Problem-Solving Process to Increase Student Achievement                     |  |   |   |  |
|---|--|---|---|--|---|---|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: |  |   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| <b>1A.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>   |  |   | 1A.1.<br>Excessive absences and tardies impact the achievement of students. | 1A.1.<br>Teachers and staff will implement targeted intensive thirty minute intervention and enrichment groups using FCAT data and | 1A.1.<br>Classroom teachers, support staff, reading coach, Rtl teacher, guidance counselor, and administration will monitor | 1A.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored | 1A.1.<br>Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark |
| <b>Reading Goal #1A:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> |   |  |   |   |  |

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| <p>33% of students will earn a level 3 on the 2013 FCAT 2.0 Reading Assessment.</p> | <p>25% (118/466)</p> | <p>33% (149/450)</p> | <p>Adequate time for teaching and re-teaching skills.</p> <p>Lack of parent use of Skyward to improve student performance.</p> | <p>previous year's assessment data as a guide to determine groups. Additional support staff will be assigned including Reading Coach, Educational Support Personnel, Special Area teachers, and ESE teachers.</p> <p>Utilize reading coach, math coaches, Rtl teacher, and curriculum facilitators to mentor, review, and coordinate curriculum delivery based on data analysis.</p> <p>The ninety minute reading block will incorporate a minimum of 30 minutes of whole group instruction and 60 minutes of small groups. During small groups, the teacher will provide daily acceleration and guided reading activities with Level 1 and 2 students. Teachers will work with the reading coach to consistently implement Learning Focused Catching Kids Up with Acceleration, Jr. Great Books and CRISS strategies while including differentiated rigorous tasks at centers and a variety of high complexity texts.</p> <p>Provide text complexity training for teachers.</p> <p>Teachers will be provided a grade level common planning time to plan the implementation of acquisition lessons, using the Levy County Curriculum Maps and vocabulary lists and Learning Focused template, which include high complexity texts, quadrant D activities, the gradual release model for instruction, graphic organizers, and high level questioning.</p> | <p>student progress and the effectiveness of strategies.</p> | <p>through the use of Florida Achieves and interim assessments.</p> <p>Student data will be reviewed throughout the year through the use of PLCs.</p> <p>Student academic progress and the determination of strategy effectiveness will be addressed at weekly Problem Solving Team (PST) meetings.</p> | <p>assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment.</p> |
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|  |  |  |  | <p>Lessons will engage students through the use of Class Pads, interactive whiteboards, collaborative pairs/numbered heads and group work.</p> <p>The media specialist will provide lessons on reading strategies, informational text and research process skills.</p> <p>Teachers will communicate with parents regarding student progress, New Generation Sunshine State Standards, Common Core State Standards, and grade level expectations through the use of daily planners, student led data chats, parent conferences, Annual Title I Parent Orientation Open House, "Parent Information" board in the office, the student compact poster, newsletters, phone calls, e-mails, class webpages/blogs/websites, and "Parent Tips" displayed at local businesses.</p> <p>Teachers and support staff are encouraged to provide non-proficient students with remediation during Special Area once a week.</p> <p>Incorporate two book studies for teachers on addressing the needs of our students and achievement: "Comprehension-Going Forward," by Heinemann and a review of "A Framework for Understanding Poverty," by Ruby Payne.</p> <p>AR Coach will monitor complexity of books assigned to students, review monthly reports, and give feedback to classroom teachers.</p> |  |  |  |
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|  |  |  |  | <p>Encourage students through the use of AR incentives and recognition at AR/Honor Roll assemblies.</p> <p>Grade level teams, Media Specialist, and AR Coach will enhance the AR Program by encouraging students to read various genres.</p> <p>Update the parent resource room located in the Media center.</p> <p>The media center will open before and after school and during monthly Literacy Nights" featuring "Wildcat Readers and Computer Cats."</p> <p>Establish convenient user-friendly parent training sessions for Skyward in August, September, and October.</p> <p>Teachers will require students to answer in complete sentences through the use of "T.A.G.," Turn question around, Answer questions, Give evidence to support your answer.</p> <p>Facilitators will identify "non-negotiables" for classroom environment and instruction including Common Board Configuration with Essential Questions and Vocabulary, defined 90 minute reading block, Acquisition Plans, school-wide grading policy, numbered heads/collaborative pairs, word walls, spelling lists, and writing in all content areas.</p> <p>Data Chats and Extended Parent Conference Nights each semester.</p> |  |  |
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|--|---|---|---|--|-------|-------|-------|
|  |   |   | 1A.2.   | 1A.2.  | 1A.2. | 1A.2. | 1A.2. |
|  |   |   | 1A.3.   | 1A.3.  | 1A.3. | 1A.3. | 1A.3. |
| <b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>                |   |   | 1B.1.<br>All of the above and:  | 1B.1.<br>Include all of the above and:   | 1B.1. | 1B.1. | 1B.1. |
| <b>Reading Goal #1B:</b><br>All students will score Level 7 or higher on the Florida Alternate Assessment. | <b>2012 Current Level of Performance:*</b><br>20% (1/5) | <b>2013 Expected Level of Performance:*</b><br>0% (0) | Lack of background knowledge and extensive vocabulary.<br><br>Gap between expectations in Access Points and the Florida Alternate Assessment items. | Continue use of Fast ForWord on a consistent basis<br><br>Daily use of Hooked on Phonics to build word skills/sentence structure/spelling patterns.<br><br>Wilson Phonics Kit which includes spelling patterns.<br><br>Word Sorts/sequence of picture to word correlation.<br><br>Enhancing family support in educational strategies through local agencies<br><br>Better access to State issued Item Specs for the Florida Alternate Assessment.<br><br>Collaboration with District ESE Department regarding current professional development opportunities and requirements. |       |       |       |
|  |   |   | 1B.2.   | 1B.2.  | 1B.2. | 1B.2. | 1B.2. |
|  |   |   | 1B.3.   | 1B.3.  | 1B.3. | 1B.3. | 1B.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   |
|---|--|---|---|---|---|---|---|
| <b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>  |  |   | 2A.1.   | 2A.1.   | 2A.1.   | 2A.1.   | 2A.1.   |
| <b>Reading Goal #2A:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | Excessive absences and tardies impact the achievement of students.<br>Adequate time for teaching and re-teaching skills.<br>Lack of parent use of Skyward to improve student performance. | In addition to the strategies listed for Goal #1:<br><br>Continue serving gifted and talented students through an enrichment intervention group with the gifted teacher.<br><br>Training on inclusion of enrichment for gifted and talented students during the ninety minute reading block.<br><br>Teachers will plan and implement engaging and enriching lessons during the ninety minute reading block.<br><br>Challenge students to read books from the Sunshine State Readers list.<br><br>Provide opportunities for students to complete projects to demonstrate knowledge of various skills throughout all content areas. | Gifted teacher, classroom teachers, support staff, reading coach, Rtl teacher, guidance counselor and administration will monitor student progress and the effectiveness of strategies. | Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments.<br><br>Student data will be reviewed throughout the year through the use of PSTs. | Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT 2.0 Reading Assessment. |
| 34% of students will earn a level 4 or 5 on the FCAT 2.0 Reading Assessment.  | 29% (133/466)                              | 34% (153/450)                               |   |   |   |   |   |
|   |  |   | 2A.2.   | 2A.2.   | 2A.2.   | 2A.2.   | 2A.2.   |
|   |  |   | 2A.3.   | 2A.3.   | 2A.3.   | 2A.3.   | 2A.3.   |
| <b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>   |  |   | 2B.1.   | 2B.1.   | 2B.1.   | 2B.1.   | 2B.1.   |
| <b>Reading Goal #2B:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | All of the above and:<br><br>Unstable and inconsistent living conditions/homeless or constantly moving.   | All of the above and:<br><br>Look for opportunities to mainstream students into intervention groups in regular  | Classroom teachers, support staff, reading coach, Rtl teacher, and administration will monitor student progress and the   |   |   |



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| 100% of students will score a Level 7 or higher on the Florida Alternate Assessment for Reading. | 80% (4/5) | 100% (5/5) | Students focus on one topic for reading materials | classroom setting.<br>Monitor the types of books that students are reading to broaden their interests with a variety of genres.<br>Enhancing family support in educational strategies through local agencies<br>Better access to State issued Item Specs for the Florida Alternate Assessment.<br>Collaboration with District ESE Department regarding current professional development opportunities and requirements. | effectiveness of strategies. |       |       |
|  |           |            | 2B.2.   | 2B.2.   | 2B.2.                        | 2B.2. | 2B.2. |
|  |           |            | 2B.3.   | 2B.3.   | 2B.3.                        | 2B.3. | 2B.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: |  |   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|--|---|---|---|--|--|--|
| <b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>   |  |   | 3A.1.<br>Excessive absences and tardies impact the achievement of students.   | 3A.1.<br>In addition to the strategies for Goal #1:<br>Teachers will use research based programs, ORTON, Earobics, Success Maker, Read Naturally, and Words Their Way, to help students close the achievement gap.<br>ELL students will use Rosetta Stone and Reading Assistant during intervention and Mentoring with ESOL Paraprofessional.<br>Utilize the FCRR and Just Read | 3A.1.<br>Classroom teachers, support staff, reading coach, Rtl teacher, guidance counselor and administration will monitor student progress and the effectiveness of strategies. | 3A.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments.<br>Student data will be reviewed throughout the year through the use of PSTs. | 3A.1.<br>Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment. |
| <b>Reading Goal #3A:</b>  | <b>2012 Current Level of Performance:*</b>   | <b>2013 Expected Level of Performance:*</b> |   |   |  |  |  |
| <i>70% of WES students will make learning gains.</i>  | <i>Total students making Learning Gains: 62% (181/291)</i><br><br><i>Breakdown: Level 1's &amp; 2's Making Learning Gains: 4<sup>th</sup> grade: 47% (27/57)</i> | <i>70% (315/450)</i>                        | Adequate time for teaching and re-teaching skills.<br>Lack of parent use of Skyward to improve student performance. |   |  |  |  |

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|  | <p>5<sup>th</sup> grade: 58%<br/>(37/64)</p> <p>Level 3,4, or 5<br/>Maintained or<br/>Moved up a<br/>Level:<br/>69% (117/170)</p> |  |  | <p>Florida online resources.</p> <p>After school tutoring will be offered for all students in the lowest quartile, those scoring a level 1 or 2 that are not selected for SES tutoring on the FCAT 2.0 Reading Assessment, and as nominated by classroom teachers.</p> <p>Summer school will be offered for students in third grade scoring a level 1 on the FCAT 2.0 Reading Assessment.</p> <p>Provide incentive and recognition on the "Wall of Fame" for students showing growth on Interim Assessments.</p> <p>Teachers will maintain high expectations for students and include opportunities for students to participate in rigorous tasks, even if they are difficult for them.</p> <p>Teachers will include instruction in the five components of reading, using research based curriculum from the Macmillan McGraw-Hill reading series or other approved programs as modeled by the Reading Coach.</p> <p>Monitor student progress and utilize the RtI process to improve students' achievement and identify student needs.</p> <p>Utilize volunteers as mentors to read with students, check homework, and work in centers.</p> <p>Provide interventions with lower student/teacher ratios and more prescriptive instruction. Teachers provide small group guided reading/acceleration instruction for</p> |  |  |  |
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|   |  |  |   | <p>Level 1's and 2's daily during small group.</p> <p>Teachers will provide explicit and consistent vocabulary instruction through the use of the Acceleration, "Twelve Powerful Words," by Larry Bell, Text Talk, Word Walls/Common Board Configuration, resources found at the FCRR and Just Read Florida websites, and the curriculum map's list of vocabulary words.</p> <p>Teachers will incorporate strategies from Comprehension Connection from Larry Bell, "Comprehension-Going Forward," from Heineman, and "A Framework for Understanding Poverty," by Ruby Payne each month.</p> |   |       |       |
|   |  |  | 3A.2.   | 3A.2.  | 3A.2.   | 3A.2. | 3A.2. |
|   |  |  | 3A.3.   | 3A.3.  | 3A.3.   | 3A.3. | 3A.3. |
| <p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>                          |  |  | 3B.1.   | 3B.  | 3B.1.   | 3B.1. | 3B.1. |
| <p><b>Reading Goal #3B:</b></p> <p>100 % of students will make learning gains on the Florida Alternant Assessment in Reading.</p> | <p><u>2012 Current Level of Performance:*</u></p> <p>67% (2/3)</p> | <p><u>2013 Expected Level of Performance:*</u></p> <p>100% (3/3)</p> | <p>3B.1. All of the above and:</p> <p>Unstable and inconsistent living conditions/homeless or constantly moving.</p> <p>Students focus on one topic for reading materials</p> | <p>3B. All of the above and:</p> <p>Look for opportunities to mainstream students into intervention groups in regular classroom setting.</p> <p>Monitor the types of books that students are reading to broaden their interests with a variety</p> <p>Enhancing family support in educational strategies through local agencies</p>  | <p>3B.1. Classroom teachers, support staff, reading coach, Rtl teacher, and administration will monitor student progress and the effectiveness of strategies.</p> |       |       |
|   |  |  | 3B.2.   | 3B.2.  | 3B.2.   | 3B.2. | 3B.2. |

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|  |  | 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   |
|---|---|--|--|---|--|---|---|
| <b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>   |   |  | 4A.1.  | 4A.1.   | 4A.1.  | 4A.1.   | 4A.1.   |
| <b>Reading Goal #4A:</b><br><br><i>70% of the Lowest Quartile will make learning gains.</i>   | <u>2012 Current Level of Performance:*</u><br>26% (12/47) | <u>2013 Expected Level of Performance:*</u><br>70% (39/56) | Excessive absences and tardies impact the achievement of students.<br><br>Adequate time for teaching and re-teaching skills.<br><br>Lack of parent use of Skyward to improve student performance.<br><br>Lack of background knowledge. | In addition to the strategies for Goal #1 and 3:<br><br>The most intensive struggling students will be selected for "Content Mastery" administered by ESE teachers and support staff. These students will participate in class will provide intervention with struggling concepts through the use of returned assignments and assessments and teacher input.<br><br>Fast ForWord Language v2, Language to Read, and Reading Assistant implemented daily.<br><br>After-school tutoring will be offered two days a week from October through April. | Classroom teachers, support staff, reading coach, Rtl teacher, and administration will monitor student progress and the effectiveness of strategies. | Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments.<br><br>Student data will be reviewed throughout the year through the use of PSTs. | Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment. |
|   |   |  | 4A.2.  | 4A.2.   | 4A.2.  | 4A.2.   | 4A.2.   |
|   |   |  | 4A.3.  | 4A.3.   | 4A.3.  | 4A.3.   | 4A.3.   |
| <b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>   |   |  | 4B.1.  | 4B.1.   | 4B.1.  | 4B.1.   | 4B.1.   |
| <b>Reading Goal #4B:</b><br><br>100 % of students in the lowest 25% will make learning gains on the   | <u>2012 Current Level of Performance:*</u><br>67% (2/3)   | <u>2013 Expected Level of Performance:*</u><br>100% (3/3)  | In addition to the above:<br><br>Unstable and inconsistent living conditions/homeless or constantly moving.<br><br>Students focus on one topic for reading materials   | In addition to the above:<br><br>Enhancing family support in educational strategies through local agencies  | Classroom teachers, support staff, reading coach, Rtl teacher, and administration will monitor student progress and the effectiveness of strategies. |   |   |
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|-------------------|-------|-------|-------|-------|-------|
| Reading FCAT 2.0. | 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 |
|---|---|--|--|--|---|---|-----------|
| <b>5A. In six years school will reduce their achievement gap by 50%.</b><br><b>Baseline data 2010-2011</b>  | <b>All: 54%</b><br><b>Black: 31% (MET)</b><br><b>Hispanic: 45%</b><br><b>White: 63%</b><br><b>ELL: 29%</b><br><b>SWD: 31%</b><br><b>ED: 49%</b> | <b>All: 58%</b><br><b>Black: 38%</b><br><b>Hispanic: 50%</b><br><b>White: 67%</b><br><b>ELL: 35%</b><br><b>SWD: 38%</b><br><b>ED: 53%</b>  | <b>All: 63%</b><br><b>Black: 44%</b><br><b>Hispanic: 55%</b><br><b>White: 70%</b><br><b>ELL: 42%</b><br><b>SWD: 44%</b><br><b>ED: 58%</b>  | <b>All: 67%</b><br><b>Black: 50%</b><br><b>Hispanic: 60%</b><br><b>White: 73%</b><br><b>ELL: 48%</b><br><b>SWD: 50%</b><br><b>ED: 63%</b>  | <b>All: 71%</b><br><b>Black: 56%</b><br><b>Hispanic: 65%</b><br><b>White: 77%</b><br><b>ELL: 55%</b><br><b>SWD: 56%</b><br><b>ED: 67%</b>   | <b>All: 75%</b><br><b>Black: 63%</b><br><b>Hispanic: 70%</b><br><b>White: 80%</b><br><b>ELL: 61%</b><br><b>SWD: 63%</b><br><b>ED: 72%</b>   |           |
|   | <b>Reading Goal #5A:</b><br><i>By 2017, 75% of WES students will score proficient.</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   |           |
| <b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>                               |   | <b>5B.1.</b><br>Excessive absences and tardies impact the achievement of students.<br><br>Lack of parent use of Skyward to improve student performance.<br><br>Parents' ability to participate in school events on campus, due to transportation and work schedules<br><br>Communication barriers due to non-English speaking parents and guardians<br><br>Lack of background knowledge and language development from limited exposure to enrichment activities and language | <b>5B.1.</b><br>In addition to the strategies for Goal #1 and 3:<br><br>The most intensive struggling students will be selected for "Content Mastery" administered by ESE teachers and support staff. These students will participate in class will provide intervention with struggling concepts through the use of returned assignments and assessments and teacher input.<br><br>Fast ForWord Language v2, Language to Read, and Reading Assistant implemented daily.<br><br>After-school tutoring will be offered two days a week from October through April | <b>5B.1.</b><br>Classroom teachers, support staff, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | <b>5B.1.</b><br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments.<br><br>Student data will be reviewed throughout the year through the use of PSTs. | <b>5B.1.</b><br>Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment. |           |
| <b>Reading Goal #5B:</b><br><i>WES will reduce the percentage of each subgroup not earning a Level 3, 4, or 5.</i>  | <b>2012 Current Level of Performance:*</b><br>White: 35% (100/282)<br><br>Black: 26% (23/87)<br><br>Hispanic: 60% (32/53)                       | <b>2013 Expected Level of Performance:*</b><br>White: 27% (95/350)<br><br>Black: 18% (16/88)<br><br>Hispanic: 52% (31/60)  |  |  |   |   |           |

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|  |  |  |       | Volunteers will focus on supporting struggling students within subgroups. |       |       |       |
|  |  |  | 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  |
|--|--|---|---|---|---|--|--|
| <b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>  |  |   | 5C.1.   | 5C.1.   | 5C.1.   | 5C.1.  | 5C.1.  |
| <b>Reading Goal #5C:</b>   | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | Lack of parent use of Skyward to improve student performance.<br>Parents' ability to participate in school events on campus, due to transportation and work schedules<br>Communication barriers due to non-English speaking parents and guardians<br>Student achievement hindered by disabilities and life altering situations affecting academic growth<br>Lack of background knowledge and language development from limited exposure to enrichment activities and language | In addition to the strategies for Goal #1 and 3:<br>Teachers will use ELL strategies and document them in their lesson plans.<br>ELL students will use Rosetta Stone or Fast ForWord Reading Assistant a minimum of 90 minutes per week.<br>Provide ELL students the support of an ESOL paraprofessional.<br>Translator available for all meetings.<br>Extended Parent Conference Nights each semester.<br>Interns from UF will work with ELL students one day a week for the first semester. | Classroom teachers, ESOL aide, support staff, reading coach, guidance counselor, RtI teacher, and administration will monitor student progress and the effectiveness of strategies. | Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments.<br><br>Student data will be reviewed throughout the year through the use of PSTs.<br><br>Annual LED Committee Meeting. | Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, CELLA, and the FCAT Reading Assessment. |
| <i>25% of ELL students will score a level 3, 4, or 5 on FCAT Reading 2.0.</i>  | 17% (4/23)                                 | 25% (6/24)                                  |   |   |   |  |  |
|  |  |   | 5C.2.   | 5C.2.   | 5C.2.   | 5C.2.  | 5C.2.  |
|  |  |   | 5C.3.   | 5C.3.   | 5C.3.   | 5C.3.  | 5C.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 subgroup: |  |   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
|--|--|---|--|--|--|--|---|
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>   |  |   | 5D.1.  | 5D.1.  | 5D.1.  | 5D.1.  | 5D.1.   |
| <b>Reading Goal #5D:</b><br><br><i>33% of Students with Disabilities will score a Level 3, 4, or 5 on FCAT Reading 2.0.</i>  | <u>2012 Current Level of Performance:*</u><br>25% (27/108) | <u>2013 Expected Level of Performance:*</u><br>33% (49/148) | Excessive absences and tardies impact the achievement of students.<br><br>Lack of parent use of Skyward to improve student performance.<br><br>Parents' ability to participate in school events on campus, due to transportation and work schedules.<br><br>Students reading independently two or more levels below grade level. | In addition to the strategies listed for Goals 1, 3, and 4:<br><br>ESE teachers will meet with parents, regular education teachers, administration, the reading coach, RtI coach, or any other faculty member needed to write an Individualized Educational Plan (IEP) for students with disabilities.<br><br>Teachers and staff will work in conjunction with CARD to provide strategies for success with Autistic Spectrum Disorder.<br><br>Teachers will utilize outside agencies such as MDTP, FDLRS and SEDNET, for additional support and strategies for working with learning disabled students.<br><br>Teachers will review IEPs and keep them in lesson plan books for easy access during planning and student accommodations will be written in lesson plans.<br><br>ESE teachers and paraprofessionals will provide additional support for learning disabled and struggling students within the regular classroom setting | Classroom teachers, support staff, reading coach, RtI teacher, and administration will monitor student progress and the effectiveness of strategies. | Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments. Student data will be reviewed throughout the year through the use of PSTs. | Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment. |
|  |  |   | 5D.2.  | 5D.2.  | 5D.2.  | 5D.2.  | 5D.2.   |

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|  |  | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
|--|--|-------|-------|-------|-------|-------|

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: |   |  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|--|---|--|---|--|---|---|---|
| <b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>  |   |  | 5E.1.   | 5E.1.  | 5E.1.   | 5E.1.   | 5E.1.   |
| <b>Reading Goal #5E:</b><br><br><i>60% of Economically Disadvantaged students will score a Level 3, 4, or 5 on FCAT Reading 2.0.</i>                                 | <u>2012 Current Level of Performance:*</u><br>52% (166/321) | <u>2013 Expected Level of Performance:*</u><br>60% (209/349) | Excessive absences and tardies impact the achievement of students.<br><br>Adequate time for teaching and re-teaching skills.<br><br>Lack of parent use for Skyward as to improve student performance.<br><br>Parents' ability to participate in school events on campus due to transportation and work schedules. | In addition to the strategies list for Goals 1,2,3, and 4:<br><br>The school will collect and disseminate donated supplies from churches and local organizations.<br><br>All students will be invited to participate in SES tutoring with priority for levels 1's & 2's.<br><br>Provide an opportunity for parents to connect with local resources such as social workers, job placement agencies, counselors, faith based agencies that provide assistance and resources.<br><br>Food4Kids Backpack Program.<br><br>Thanksgiving and Christmas Baskets.<br><br>Adopt a Kid for Christmas- Gift Bags including clothes, supplies, and toys | Social worker, guidance counselor, classroom teachers, support staff, reading coach, Rtl teacher, and administration will monitor student progress and the effectiveness of strategies. | Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and interim assessments.<br><br>Student data will be reviewed throughout the year through the use of PSTs. | Students will be evaluated through weekly Macmillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, FAIR, fluency tests, and the FCAT Reading Assessment. |
|  |   |  | 5E.2.   | 5E.2.  | 5E.2.   | 5E.2.   | 5E.2.   |
|  |   |  | 5E.3.   | 5E.3.  | 5E.3.   | 5E.3.   | 5E.3.   |



**Reading Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities             |                        |  |   |  |   |   |
|--|------------------------|--|---|--|---|---|
| Please note that each strategy does not require a professional development or PLC activity.                                      |                        |  |   |  |   |   |
| PD Content/Topic and/or PLC Focus  | Grade Level/Subject    | PD Facilitator and/or PLC Leader                     | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for Monitoring |
| 1. Learning Focused- Catching Kids Up with Acceleration<br>2. Learning Focused- "What Moves You" professional development videos | All Grade Levels       | Marla Hiers/Melissa Lewis                            | School-wide   | August 2012, Early Release Days, Professional Development Days                 | Lesson Plans, Walkthroughs, Teacher Conferences, Grade Level Meeting Note, Progress Monitoring Data | Marla Hiers/Melissa Lewis                     |
| 3. Develop long term Acquisition Lesson Plans through collaborative grade level teams.   | All Grade Levels       |  |   |  |   |   |
| 4. The Common Core State Standards overview with a focus on Standard 10  | All Grade Levels       | Barbara Hoyt/Chloe Gabriel/Melissa Lewis/Marla Hiers | School-wide   | Early Release, Grade Level Planning, Summer 2012                               |   |   |
| 5. Text Complexity   | All Grade Levels       |  |   |  | Lesson Plans, Walkthroughs, Teacher Conferences, Progress Monitoring Data                           | Administration/Barbara Hoyt (Monitoring)      |
| 6. Comprehension Instructional Sequence (CIS)  | All Grade Levels       | Hoyt   |   | Early Release and Classroom Modeling   |   |   |
| 7. Intervention Groups and Strategies  | All Grade Levels       |  |   |  |   |   |
| 8. Collaborative Pairs   | All Grade Levels       |  |   |  |   |   |
| 9. Inclusion of enrichment activities for gifted and talented students during the reading block.                                 | All Grade Levels       | Lisa Posteraro                                       | School-wide   | Early Release, Grade Level Planning  | Lesson Plans, Walkthroughs, Teacher Conference, Progress Monitoring Data                            | Administration                                |
| 10. Processing Deficiencies and Resources for available through ESE  | All Grade Levels       | ESE Team   | School-wide   | Early Release, Grade Level Planning  | Lesson Plans, Walkthroughs, Teacher Conference, Progress Monitoring Data                            | Administration                                |
| 10. CARD- Autistic Spectrum Disorder Training  | Classroom/ESE Teachers | CARD   |   | Early Release, Grade Level Planning  |   |   |
| 11. Improving instruction for struggling Black Students  | All Grade Levels       | PD 360   | School-wide   | Early Release, Grade Level Planning  | Lesson Plans, Walkthroughs, Teacher Conferences, Progress Monitoring Data                           | Administration                                |
| 12. Using Technology in the Classroom  | All Grade Levels       | Watson/Lewis   | School-wide   | Early Release, Grade Level Planning, Summer 2012                               | Lesson Plans, Walkthroughs, Teacher Conferences, Progress Monitoring Data                           | Administration                                |
|  |                        | School based team                                    | School-wide   | Planning, Summer 2012, after   |   |   |
|  |                        | Hoyt   |   |  |   |   |

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|  |                      |                              |   |   |   |                                  |
|--|----------------------|------------------------------|---|---|---|----------------------------------|
| 13. Lesson Studies                                     | Grades 3, 4, or 5    | District/ NEFEC              | Selected grades                           | school hours<br>Early Release, Planning, after school hours | Required District Lesson Study Documents  | Administration<br>Administration |
| 14. Text Complexity                                    | All teachers         | Hoyt                         |   | Grade Level Planning  | Lesson Plans, Walkthroughs, Teacher Conferences, Progress Monitoring Data<br>District documentation | Administration<br>Administration |
| 15.. ESOL Courses                                      | Selected teachers    |                              |   |   |   |                                  |
| 16. Wilson Phonics                                     | Third Grade Teachers | Hoyt                         | Selected teachers<br>Third Grade Teachers | Grade Level Planning  | Lesson Plans, Walkthrough, Progress Monitoring Data   | Administration                   |
| 17. Comprehensive K-12 Reading Plan                    | All Teachers         | Hoyt                         | School-wide                               | Faculty Meetings  | Lesson Plans, Walkthrough, Progress Monitoring Data   | Administration                   |
| 18. "Comprehension Connections", strategy of the month | All Teachers         | Hoyt/Book Study Participants | School-wide                               | Early Release Days  | Lesson Plans, Walkthrough, Progress Monitoring Data   | Administration                   |
| 19. Truth in Grading/Establishing our grading policy   | All Teachers         | Greenlee/Lewis               | School-wide                               | Summer 2012, Data Days                                      | Skyward and Report Review   | Administration                   |
| 20. Alternate Assessment Training                      | Grades 3-5/ESE       | District ESE Dept.           | Selected ESE Teachers                     | First Available Opportunity                                 | Certificate of Completion   | Administration                   |

**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                 |
| After- school small group tutoring  | Staff Salaries           | Title I Part A | 9,010.00               |
|   |                          |                |                        |
|   |                          |                | <b>Subtotal:9010.</b>  |
| Technology  |                          |                |                        |
| Strategy  | Description of Resources | Funding Source | Amount                 |
| Improving student proficiency/Fast ForWord  | OPS (1)                  | Title I Part A | 10,000.00              |
|   |                          |                |                        |
|   |                          |                | <b>Subtotal:10,000</b> |
| Professional Development  |                          |                |                        |
| Strategy  | Description of Resources | Funding Source | Amount                 |

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|   |  |                |                          |
|---|--|----------------|--------------------------|
| Acceleration  | "Acceleration-Catching Kids Up" Learning Focused   | Title I Part A | 6602.00                  |
| Learning Focused Strategies                                       | "What Moves You" one hour videos, Learning Focused | Title I Part A | 1000.00                  |
| Improving Teacher Proficiency                                     | Reading Coach/Hoyt                                 | Title I Part A | 25,208.00                |
| Improving Teacher Proficiency                                     | Data Days/Common Core Training                     | Title I Part A | 8310.00                  |
| Improving Administrative Proficiency                              | Tampa Learning Focused Training for Administrators | Title I Part A | 400.00                   |
|   |  |                | <b>Subtotal: 41,520.</b> |
| <b>Other</b>  |  |                |                          |
| Strategy  | Description of Resources                           | Funding Source | Amount                   |
| Small group interventions/One-one assistance with lowest quartile | OPS (1)  | Title I Part A | 10,000.00                |
| Small Group interventions/One-one assistance with lowest quartile | Paraprofessionals (2)                              | Title I Part A | 43,768.00                |
| Improving Teacher Proficiency                                     | Kagan Smart Cards                                  | Title I Part A | 500.00                   |
| Book Study/Lesson Study   | Books/Personnel                                    | Title I Part A | 1264.00                  |
|   |  |                | <b>Subtotal:55,532.</b>  |
|   |  |                | <b>Total:116,062.</b>    |

*End of Reading Goals*

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

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

| CELLA Goals   |   | Problem-Solving Process to Increase Language Acquisition  |  |   |   |   |
|---|---|---|--|---|---|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. |   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>1. Students scoring proficient in listening/speaking.</b>  |   | 1.1. Students spending time outside of the school day immersed in a non- or limited-English speaking environment. | 1.1. ELL students will use Rosetta Stone or Reading Assistant for a minimum of 90 minutes per week based on their level of need. Students with the highest level of need will have | 1.1. Classroom teachers, ESOL paraprofessional, support staff, reading coach, guidance counselor/ESOL coordinator, RtI teachers, ESE teachers and | 1.1. Student progress will be monitored via learning logs and computer-generated reports for Rosetta Stone and Reading Assistant. | 1.1. Students will be evaluated for Listening/Speaking proficiency using reports from Rosetta Stone, Reading Assistant, CELLA, and fluency tests. |
| <b>CELLA Goal #1:</b>   | <u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> |   |  |   |   |   |

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|   |  |  |   |  |  |             |
|---|--|--|---|--|--|-------------|
| <p>60% of ELL students will score proficient in Listening/Speaking.</p>                   | <p>52% (15/29)</p>   | <p>Students reverting to using their primary language during the school day to facilitate easier communication between other ELL students and the ESOL aide.</p> <p>Lack of background knowledge and language development from limited exposure to enrichment activities and language.</p> | <p>access to these programs for 150 minutes per week.</p> <p>ELL students provided with a Heritage Language Dictionary.</p> <p>ELL students encouraged to use the accommodation of extended time.</p> <p>Provide ELL students the support of an ESOL paraprofessional who will speak only English to the student unless they have no or extremely limited English language comprehension.</p> <p>Classrooms identified as having at least one ELL will have an intern or interns assigned to assist these students with English language learning acquisition.</p> <p>Teachers will use ESOL listening and speaking strategies in the classroom and document them in their lesson plans (i.e., Illustrations, Diagrams, Visuals, Cooperative Learning, Think/Pair/Share, Role-Play, etc.)</p> | <p>administration will monitor student progress and the effectiveness of the strategies.</p>   | <p>Student data will be reviewed once every three weeks with the classroom teacher at PST meetings.</p> <p>Yearly progress will be reviewed during the annual LEP Committee meeting that includes a general education teacher, ESOL certified teacher, ESOL Paraprofessional, Reading Coach, ESOL Coordinator, Parent, and any other staff that may have educational access to the student (i.e., ESE teacher or Migrant Liaison).</p> |             |
|   |  | <p>1.2.</p>  | <p>1.2.</p>   | <p>1.2.</p>  | <p>1.2.</p>  | <p>1.2.</p> |
|   |  | <p>1.3.</p>  | <p>1.3.</p>   | <p>1.3.</p>  | <p>1.3.</p>  | <p>1.3.</p> |
| <p>Students read grade-level text in English in a manner similar to non-ELL students.</p> | <p>Anticipated Barrier</p>   | <p>Strategy</p>  | <p>Person or Position Responsible for Monitoring</p>  | <p>Process Used to Determine Effectiveness of Strategy</p>   | <p>Evaluation Tool</p>   |             |
| <p><b>2. Students scoring proficient in reading.</b></p>                                  | <p>2.1. Lack of background knowledge and language development from limited exposure to enrichment activities and English language.</p> | <p>2.1. ELL students will use Rosetta Stone or Reading Assistant for a minimum of 90 minutes per week based on their level of need. Students with the highest level of need will have access to these programs for 150 minutes per week</p>  | <p>2.1. Classroom teachers, ESOL aide, support staff, reading coach, guidance counselor/ESOL coordinator, RtI teachers, ESE teachers and administration will monitor student progress and the effectiveness of the strategies.</p>  | <p>2.1. Student progress will be monitored via learning logs and computer-generated reports for Rosetta Stone and Reading Assistant.</p> | <p>2.1. Students will be evaluated for Reading proficiency through weekly MacMillan McGraw-Hill skill tests, Florida Achieves benchmark assessments, Levy Interim Assessments, FAIR, fluency tests, reports from Rosetta Stone, Reading</p>  |             |
| <p><b>CELLA Goal #2:</b><br/>49% of ELL students will score proficient in Reading.</p>    | <p><b>2012 Current Percent of Students Proficient in Reading:</b><br/>41% (12/29)</p>  | <p>Students already identified as a SWD or in the RtI process because of a demonstrated deficiency in the</p>  |   |  | <p>Student data will be reviewed once every three weeks with the</p>   |             |

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|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p>areas of Language or Learning Disability.</p> <p>Communication barriers between classroom teachers, school personnel, and non- or limited-English speaking parents/guardians.</p> <p>Student lack of understanding of the importance of daily reading outside of the school day.</p> <p>Lack of parent ability to participate in events on campus designed to increase proficiency in reading due to transportation and work schedules.</p> | <p>ELL students provided with Heritage Language Dictionary.</p> <p>ELL students encouraged to use the accommodation of extended time.</p> <p>ELL students also identified as a SWD or in the RtI process will receive more intensive reading interventions provided by an ESE or RtI teacher.</p> <p>ELL students will be provided with the support of an ESOL Aide.</p> <p>ESOL Aide will be available at designated times to assist with translation during meetings with teachers and parents/guardians. Aide will also provide written translations to parents of information from teachers and the school as well as assist with phone calls home.</p> <p>ESOL Aide will assist school personnel in stressing the importance of reading outside of the school day to ELL students and parents/guardians.</p> <p>During the monthly Literacy Nights, ELL students and their parents/guardians may work on Rosetta Stone.</p> <p>Classrooms identified as having at least one ELL will have an intern or interns assigned to assist these students with English language learning acquisition.</p> <p>Teachers will use ESOL reading strategies in the classroom and document them in their lesson plans (i.e., Previewing/Prediction, Differentiated Assignments, Vocabulary with Context Clues,</p> |  | <p>classroom teacher at PST meetings.</p> <p>Yearly progress will be reviewed during the annual LEP Committee meeting that includes a general education teacher, ESOL certified teacher, ESOL Aide, Reading Coach, ESOL Coordinator, Parent, and any other staff that may have educational access to the student (i.e., ESE teacher or Migrant Liaison).</p> | <p>Assistant, CELLA, and the FCAT Reading assessment</p> |
|--|--|--|--|--|--|--|

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|  |  |      |             |      |      |      |
|--|--|------|-------------|------|------|------|
|  |  |      | DRTA, etc.) |      |      |      |
|  |  | 2.2. | 2.2.        | 2.2. | 2.2. | 2.2. |
|  |  | 2.3. | 2.3.        | 2.3. | 2.3. | 2.3. |

| Students write in English at grade level in a manner similar to non-ELL students.     |   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
|---|---|---|---|---|--|---|
| <b>3. Students scoring proficient in writing.</b>                                     |   | 2.1<br>Lack of background knowledge and language development from limited exposure to enrichment activities and English language.   | 2.1.<br>ELL students will use Rosetta Stone or Reading Assistant for a minimum of 90 minutes per week based on their level of need. Students with the highest level of need will have access to these programs for 150 minutes per week.  | 2.1.<br>Classroom teachers, ESOL aide, support staff, reading coach, guidance counselor/ESOL coordinator, Rtl teachers, ESE teachers and administration will monitor student progress and the effectiveness of the strategies | 2.1.<br>Student progress will be monitored via learning logs for Rosetta Stone and Reading Assistant.<br><br>Student data will be reviewed once every three weeks with the classroom teacher at PST meetings.<br><br>Yearly progress will be reviewed during the annual LEP Committee meeting that includes a general education teacher, ESOL certified teacher, ESOL Aide, Reading Coach, ESOL Coordinator, Parent, and any other staff that may have educational access to the student (i.e., ESE teacher or Migrant Liaison). | 2.1.<br>Students will be evaluated for Writing proficiency through reports from Rosetta Stone, Reading Assistant, CELLA, Writing Prompts and the FCAT Writing assessment (4 <sup>th</sup> grade). |
| <b>CELLA Goal #3:</b><br><i>50% of ELL students will score proficient in Writing.</i> | <b>2012 Current Percent of Students Proficient in Writing :</b><br><i>41% (12/29)</i> | <p>Sentence structure differentiation between English and other languages.</p> <p>Students already identified as a SWD or in the Rtl process because of a demonstrated deficiency in the areas of Language or Learning Disability.</p> <p>Communication barriers between classroom teachers, school personnel, and non- or limited-English speaking parents/guardians.</p> <p>Lack of parent ability to participate in events on campus designed to increase proficiency in writing due to transportation and work schedules.</p> | <p>ELL students provided with a Heritage Language dictionary.</p> <p>ELL students encouraged to use the accommodation of extended time.</p> <p>ELL students also identified as a SWD or in the Rtl process will receive more intensive writing instruction.</p> <p>ELL students will be provided with the support of an ESOL Aide.</p> <p>ESOL Aide will be available at designated times to assist with translation during meetings with teachers and parents/guardians. Aide will also provide written translations to parents of information from teachers and the school as well as assist with phone calls home.</p> <p>Classrooms identified as having at</p> |   |  |   |

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|  |  |      |   |      |      |      |
|--|--|------|---|------|------|------|
|  |  |      | <p>least one ELL will have an intern or interns assigned to assist these students with English language learning acquisition.</p> <p>For fourth grade ELL students a parent writing training is provided to assist parents/guardians in helping their students to become proficient in writing.</p> <p>Teachers will use ESOL writing strategies in the classroom and document them in their lesson plans (i.e., Writing in Content, Advance Organizers, Concept Maps, Writing Rubrics, etc.)</p> |      |      |      |
|  |  | 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             |
|   |                          |                |                    |
|   |                          |                |                    |
|   |                          |                | <b>Subtotal:0</b>  |
| Technology  |                          |                |                    |
| Strategy  | Description of Resources | Funding Source | Amount             |
|   |                          |                |                    |
|   |                          |                |                    |
|   |                          |                | <b>Subtotal: 0</b> |
| <b>0</b>  |                          |                |                    |
| Professional Development  |                          |                |                    |
| Strategy  | Description of Resources | Funding Source | Amount             |

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|                     |                          |                |        |
|---------------------|--------------------------|----------------|--------|
|                     |                          |                |        |
| <b>Subtotal: 0</b>  |                          |                |        |
| Other               |                          |                |        |
| Strategy            | Description of Resources | Funding Source | Amount |
|                     |                          |                |        |
| <b>Subtotal : 0</b> |                          |                |        |
| <b>Total : 0</b>    |                          |                |        |

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  |
| <b>1A.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>   |  |   | 1A.1. Students processing deficiencies, lack of background knowledge and learning gaps.  | 1A.1. Teachers and staff will plan targeted intensive thirty minute intervention and enrichment groups using FCAT data and previous year's assessment data as a guide to determine groups and assign additional support staff and ESE teachers. Regular education teachers and ESE teachers will be trained in co-teaching in order to best meet the needs of students during intervention and enrichment time. | 1A.1. Classroom teachers, support staff, math coaches, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 1A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs. | 1A.1. Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment. |
| <b>Mathematics Goal</b>   | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | Math fact fluency has not been mastered by third grade.  | Utilize curriculum coach, RtI teacher, and curriculum facilitators to mentor, review, and coordinate curriculum delivery based on data analysis.  |  |   |  |
| #1A:<br>38% of WES students will score Level 3 on FCAT Math 2.0.  | 30% (141/471)                              | 38% (162/450)                               | Students' learning gaps and lack of basic math foundations.<br><br>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.<br><br>Lack of home access to online resources including Skyward and math websites. |   |  |   |  |

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|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  | <p>Teachers will be provided a daily grade level common planning to plan the implementation of acquisition lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, numbered heads/collaborative pairs activities, and high level questioning.</p> <p>Teachers will use FCAT/Academic language during daily activities.</p> <p>Lessons will engage students through the use of collaborative pairs/numbered heads activities, Class Pads, interactive whiteboards, Math Connects and SUMS manipulatives, math journaling, and group work.</p> <p>Teachers will include differentiated instruction and math strategy centers.</p> <p>The art teacher will include lessons related to geometry during weekly art class.</p> <p>Teachers will communicate with parents regarding student progress, New Generation Sunshine State Standards, Common Core State Standards (Math Practices) and grade level expectations through the use of daily planners, student led data chats, parent conferences, Annual Title I Parent Orientation Open House, the student compact poster, newsletters, phone calls, e-mails, "Home to School Connection" newsletter of parent tips, and "Parent Tips" displayed at local businesses.</p> |  |  |  |
|--|--|--|--|--|--|--|--|

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|--|--|--|--|--|--|--|
|  |  |  |  | <p>Teachers and support staff are encouraged to offer homework time during planning for students to receive extra help with homework and an opportunity for math fact practice.</p> <p>Establish convenient user-friendly parent training sessions for Skyward in August, September, and October both on and off campus.</p> <p>The media center will continue to offer math literature for check out by students and teachers.</p> <p>Teachers and administration will encourage student achievement through the use of goals and incentives including the "Wall of Fame" in the cafeteria highlighting students who have mastered their multiplication facts and earned 25 80%+ sessions in Success Maker.</p> <p>5<sup>th</sup> Grade teachers will provide an opportunity for parents to receive math tools, tips and support during monthly SAC/PTO/School Meetings.</p> <p>Exploratory will be added to the special area rotation which will include computer skills to familiarize students with computer use as FCAT Math 2.0 for 5<sup>th</sup> grade will be administered on the computer. Students will also begin the use of XtraMath, a timed math fact fluency website that balances known with unknown facts and requires the correct answer before moving on. XtraMath will then be used in the classroom and at home.</p> <p>Teachers will provide an opportunity for students to use interactive math sites for practice</p> |  |  |
|--|--|--|--|--|--|--|

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|  |   |   |   |   |       |       |       |
|--|---|---|---|---|-------|-------|-------|
|  |   |   |   | <p>including Math Connects.</p> <p>The school website will provide links to multiple resources for students and parents to use at home.</p> <p>The parent resource room will include materials for parents to use at home.</p> <p>The latest technology is made available to all teachers through our Model Math Classroom.</p> <p>Math coaches, Tina Roberts and Dana Farleo, will participate in UF Math courses and provide professional development to staff to increase rigor in math instruction.</p> <p>All classrooms will post essential questions and vocabulary following the school-wide common board configuration and incorporate interactive activities with students.</p> |       |       |       |
|  |   |   | 1A.2.   | 1A.2.   | 1A.2. | 1A.2. | 1A.2. |
|  |   |   | 1A.3.   | 1A.3.   | 1A.3. | 1A.3. | 1A.3. |
| <p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>   |   |   | 1B.1.   | 1B.1.   | 1B.1. | 1B.1. | 1B.1. |
| <p><b>Mathematics Goal #1B:</b></p> <p>All students will perform at a Level 7 or above on the Florida Alternate Assessment in Mathematics.</p> | <p>2012 Current Level of Performance:*</p> <p>20% (1/5)</p> | <p>2013 Expected Level of Performance:*</p> <p>0% (0)</p> | <p>In addition to the above:</p> <p>Lack of understanding abstract concepts such as regrouping, place value.</p> <p>Inability to complete abstract problems without tangible objects.</p> <p>Significant need for re-teaching and repetition.</p> | <p>In addition to the above:</p> <p>Moby Math will be used for fact fluency and increasing engagement.</p> <p>Incorporate real life math situations using actual objects such as money, cooking, measurement tools, etc. into lessons.</p> <p>One-to-one assistance with paraprofessional, teacher, support</p>   |       |       |       |

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|  |  |  |       | <p>staff and volunteers.</p> <p>Frequent conferencing with parents in helping develop needed math skills</p> <p>Enhancing family support in educational strategies through local agencies</p> <p>Collaboration with District ESE Department regarding current professional development opportunities and requirements.</p> |       |       |       |
|  |  |  | 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   |
|--|---|--|--|--|---|--|---|
| <p><b>2A.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p> <p><b>Mathematics Goal #2A:</b></p> <p><i>31% of WES students will score Level 4 or 5 on FCAT Math 2.0.</i></p> |   |  | <p>2A.1. Student attendance, class sizes, teacher shortage, lack of support staff, student engagement, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.</p> | <p>2A.1. In addition to the strategies listed for Goal #1: Continue serving gifted and talented students through an enrichment intervention group with the gifted teacher.</p> <p>Training on inclusion of enrichment for gifted and talented students during the sixty minute math block through the use of interactive centers and activities.</p> <p>Provide opportunities for students to complete projects to demonstrate knowledge of various skills throughout all content areas.</p> <p>Provide gifted students with</p> | <p>2A.1. Classroom teachers, support staff, math coaches, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies.</p> | <p>2A.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs.</p> | <p>2A.1. Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment.</p> |
|  | <p>2012 Current Level of Performance:*</p> <p>23% (106/471)</p> | <p>2013 Expected Level of Performance:*</p> <p>31% (140/450)</p> |  |  |   |  |   |

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|---|--|---|--|--|-------|-------|-------|
|   |  |   |  | Project Rubrics.   |       |       |       |
|   |  |   | 2A.2.  | 2A.2.  | 2A.2. | 2A.2. | 2A.2. |
|   |  |   | 2A.3.  | 2A.3.  | 2A.3. | 2A.3. | 2A.3. |
| <b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>     |  |   | 2B.1<br>In addition to the above:  | 2B.1<br>In addition to the above:  | 2B.1. | 2B.1. | 2B.1. |
| <b>Mathematics Goal #2B:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | Unstable and inconsistent living conditions/homeless or constantly moving. | Look for opportunities to mainstream students into the regular classroom interventions.<br><br>Enhancing family support in educational strategies through local agencies<br><br>Frequent conferencing with parents in helping develop needed math skills |       |       |       |
| All students will score at or above a Level 7 on the Florida Alternate Assessment in Mathematics. | 80% (4/5)                                  | 100% (5/5)                                  |  |  |       |       |       |
|   |  |   | 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   |
|---|--|---|--|--|---|---|---|
| <b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>   |  |   | 3A.1.<br>Students processing deficiencies, lack of background knowledge and learning gaps hindered success.  | 3A.1.<br>In addition to the strategies listed for Goal #1:<br><br>After school SES tutoring will be offered for all students scoring a level 1 or 2 on the FCAT 2.0 Math Assessment.<br><br>Teachers and administration will provide incentives for students showing growth on Interim | 3A.1.<br>Classroom teachers, support staff, math coaches, reading coach, Rtl teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 3A.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments.<br>Student data will be reviewed throughout the year through the use of PSTs. | 3A.1.<br>Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment. |
| <b>Mathematics Goal #3A:</b>  | <b>2012 Current Level of Performance:*</b>   | <b>2013 Expected Level of Performance:*</b> | Students' learning gaps and lack of basic math foundations.<br><br>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for |  |   |   |   |
| 70% of WES students will make learning gains on FCAT Math 2.0.  | Students making Learning Gains: 54% (157/289)<br><br>Level 1's & 2's Making Learning | 70% (315/450)                               |  |  |   |   |   |

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|  | <p><i>Gains:</i></p> <p>4<sup>th</sup> grade: 40%<br/>(17/42)</p> <p>5<sup>th</sup> grade: 50%<br/>(35/70)</p> <p>Level 3,4, or 5<br/>Maintained or<br/>Moved up a<br/>Level:<br/>59% (105/177)</p> |  | <p>closing the math achievement gap for struggling students.</p> <p>Lack of home access to online resources including Skyward and math websites.</p> | <p>Assessments.</p> <p>Provide extra support for struggling 5<sup>th</sup> grade students during the sixty minute math block and intervention.</p> <p>Teachers will maintain high expectations for students and include opportunities for students to participate in rigorous tasks, even if they are difficult for them.</p> <p>When available, utilize volunteers as mentors to work with students and check homework.</p> <p>Provide interventions with lower student/teacher ratios and more prescriptive instruction.</p> <p>Teachers will provide explicit and consistent vocabulary instruction through the use of the "Twelve Powerful Words," by Larry Bell and the curriculum maps list of vocabulary words.</p> <p>Teachers will implement the strategies from Larry Bell and Ruby Payne (Book Studies)</p> <p>Teachers are encouraged to allow students to enter class during planning time to assist and answer questions for parents and students.</p> <p>The most intensive struggling students will be selected for "Content Mastery" administered by ESE teachers and support staff. These students will participate in class will provide intervention with struggling concepts through the use of returned assignments and assessments and teacher input.</p> |  |  |  |
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|---|--|---|--|---|-------|-------|-------|
|   |  |   | 3A.2.  | 3A.2.   | 3A.2. | 3A.2. | 3A.2. |
|   |  |   | 3A.3.  | 3A.3.   | 3A.3. | 3A.3. | 3A.3. |
| <b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b> |  |   | 3B.1.<br>In addition to the above:   | 3B.1.<br>In addition to the above:  | 3B.1. | 3B.1. | 3B.1. |
| <b>Mathematics Goal #3B:</b>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Unstable and inconsistent living conditions/homeless or constantly moving. | Enhancing family support in educational strategies through local agencies |       |       |       |
|   | 33% (1/3)                                  | 100% (3/3)                                  |  |   |       |       |       |
| 100% of students will make learning gains in mathematics on the Florida Alternate Assessment.         |  |   | 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   |
|---|--|---|--|--|---|--|---|
| <b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>   |  |   | 4A.1.<br>Students processing deficiencies, lack of background knowledge and learning gaps hindered success.  | 4A.1.<br>In addition to the strategies listed for Goal 1 and 3:<br><br>Monitor student progress and utilize the RtI process to improve students' achievement and identify student needs. | 4A.1.<br>Classroom teachers, support staff, math coaches, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 4A.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs. | 4A.1.<br>Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment. |
| <b>Mathematics Goal #4A:</b>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Students' learning gaps and lack of basic math foundations.<br><br>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.<br><br>Lack of home access to online resources including Skyward and math websites. |  |   |  |   |
| 70% of the Lowest Quartile will make learning gains in mathematics.   | 0%   | 70% (37/53)                                 |  |  |   |  |   |
|   |  |   | 4A.2.  | 4A.2.  | 4A.2.   | 4A.2.  | 4A.2.   |

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|   |  | 4A.3.  | 4A.3.  | 4A.3.  | 4A.3.  | 4A.3.  |  |
| <b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>   |  | 4B.1.<br>In addition to the above:<br><br>Unstable and inconsistent living conditions/homeless or constantly moving.<br><br>A need for constant re-teaching and repetition of math facts | 4B.1.<br>In addition to the above:<br><br>Enhancing family support in educational strategies through local agencies<br><br>Collaboration with District ESE Department regarding current professional development opportunities and requirements. | 4B.1.  | 4B.1.  | 4B.1.  |  |
| <b>Mathematics Goal #4B:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b>  |  |  |  |  |  |
| 100% of students will make learning gains on the Mathematics portion of the Florida Alternate Assessment.   | 33% (1/3)                                  | 100% (3/3)   |  |  |  |  |  |
|   |  | 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<br>2016-2017   |  |
| <b>5A. In six years school will reduce their achievement gap by 50%.</b>  | <b>Baseline data 2010-2011</b>             | <b>All: 55%</b><br><b>Black:36%</b><br><b>Hispanic: 50% (MET)</b><br><b>White: 63%</b><br><b>ELL: 36% (MET)</b><br><b>SWD: 29% (MET)</b><br><b>ED: 49%</b>                               | <b>All: 59%</b><br><b>Black:42%</b><br><b>Hispanic: 54%</b><br><b>White: 67%</b><br><b>ELL: 42%</b><br><b>SWD: 36%</b><br><b>ED: 53%</b>   | <b>All: 63%</b><br><b>Black:48%</b><br><b>Hispanic: 59%</b><br><b>White: 70%</b><br><b>ELL: 48%</b><br><b>SWD: 42%</b><br><b>ED: 58%</b>                   | <b>All: 67%</b><br><b>Black:53%</b><br><b>Hispanic: 63%</b><br><b>White: 73%</b><br><b>ELL: 53%</b><br><b>SWD: 49%</b><br><b>ED: 63%</b>                         | <b>All: 71%</b><br><b>Black:59%</b><br><b>Hispanic: 68%</b><br><b>White: 77%</b><br><b>ELL: 59%</b><br><b>SWD: 55%</b><br><b>ED: 67%</b>           | <b>All: 76%</b><br><b>Black:65%</b><br><b>Hispanic: 73%</b><br><b>White: 80%</b><br><b>ELL: 65%</b><br><b>SWD: 62%</b><br><b>ED: 72%</b> |
| <b>Mathematics Goal #5A:</b><br><br><i>By 2017, 75% of WES students will score proficient.</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  |  |
| <b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>                           |  | 5B.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian:   | 5B.1.<br>In addition to the strategies listed for Goals 1, 3, and 4:<br><br>Provide transportation as needed for parents to attend evening   | 5B.1.<br>Classroom teachers, support staff, math coaches, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress | 5B.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida | 5B.1.<br>Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, |  |
| <b>Mathematics Goal #5B:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b>  |  |  |  |  |  |
| <i>WES will reduce the</i>  |  |  |  |  |  |  |  |



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| <p><i>percentage of each subgroup not earning a Level 3, 4, or 5.</i></p> | <p>White: 40% (112/281)</p> <p>Black: 35% (31/89)</p> <p>Hispanic: 39% (22/57)</p> | <p>White: 32% (112/350)</p> <p>Black: 27% (24/88)</p> <p>Hispanic: 31% (19/60)</p> | <p>Students processing deficiencies, lack of background knowledge and learning gaps hindered success.</p> <p>Students' learning gaps and lack of basic math foundations.</p> <p>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.</p> <p>Lack of home access to online resources including Skyward and math websites.</p> | <p>conferences and school activities through the use of our social worker.</p> <p>Utilize local African American/black churches to disseminate supplies, provide free tutoring, and mentoring to students in need.</p> <p>Teachers and staff will provide an environment that is culturally friendly, math literature that is diverse and opportunities for diverse leaders to participate in motivational programs.</p> <p>Teachers and staff will attend professional development through in-services or PD-360 focused on improving instruction for struggling African American/black students.</p> | <p>and the effectiveness of strategies.</p> | <p>Achieves and county developed interim assessments.</p> <p>Student data will be reviewed throughout the year through the use of PSTs.</p> | <p>Success Maker, and the FCAT 2.0 Math Assessment.</p> |
|   |  |  | 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  |
|--|---|--|---|--|---|---|--|
| <p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>   |   |  | 5C.1. Language barriers.  | 5C.1. Teachers and Staff will provide an environment that is culturally friendly, math literature that is diverse and opportunities for diverse leaders to participate in motivational programs.                         | 5C.1. Classroom teachers, support staff, ESOL Paraprofessional, math coaches, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 5C.1. Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs. | 5C.1. Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment. |
| <p><b>Mathematics Goal #5C:</b></p> <p><i>52% of ELL students will score Level 3, 4, or 5 on FCAT Math 2.0.</i></p>  | <p><u>2012 Current Level of Performance:</u>*<br/>44% (12/27)</p> | <p><u>2013 Expected Level of Performance:</u>*<br/>52% (12/24)</p> | <p>Students processing deficiencies, lack of background knowledge and learning gaps hindered success.</p> <p>Students' learning gaps and lack of basic math foundations.</p> <p>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.</p> | <p>Teachers will invite parents to attend conferences (translator available), parent workshops, and Literacy Night through the use of newsletters, phone calls, and planners.</p> <p>The school will provide an ESOL</p> |   |   |  |

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|  |  |   | Lack of home access to online resources including Skyward and math websites.   | Aide for assistance needed in communicating with students and parents. The ESOL Paraprofessional will also "Push In" during whole group lessons to assist ELL students.<br><br>UF interns will assist ELL students in the classroom one day a week for first semester.<br><br>Teachers are encouraged to offer homework help during planning time to assist and answer questions for parents and students  |   |   |   |
|  |  |   | 5C.2.  | 5C.2.  | 5C.2.   | 5C.2.   | 5C.2.   |
|  |  |   | 5C.3.  | 5C.3.  | 5C.3.   | 5C.3.   | 5C.3.   |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: |  |   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>   |  |   | 5D.1.<br>Students processing deficiencies, lack of background knowledge and learning gaps hindered success.  | 5D.1.<br>In addition to the strategies listed for Goals 1, 3, and 4:<br><br>ESE teachers will meet with parents, regular education teachers, administration, the reading coach, RtI coach, or any other faculty member needed to write an Individualized Educational Plan (IEP) for students with disabilities.<br><br>Teachers and staff will work in conjunction with CARD to provide strategies for success with Autistic Spectrum Disorder.<br><br>Teachers will utilize outside agencies such as MDTP, FDLRS and SEDNET, for additional support and strategies for working with learning disabled students. | 5D.1.<br>Classroom teachers, support staff, math coaches, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 5D.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments.<br><br>Student data will be reviewed throughout the year through the use of PSTs. | 5D.1.<br>Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment. |
| <b>Mathematics Goal #5D:</b>   | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | Students' learning gaps and lack of basic math foundations.<br><br>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.<br><br>Lack of home access to online resources including Skyward and math websites. |  |   |   |   |
| 35% of Students with Disabilities will score a level 3, 4, or 5 on FCAT Math 2.0.  | 27% (30/111)                               | 35% (52/148)                                |  |  |   |   |   |

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|  |  |       | <p>Teachers will review IEPs and keep them in lesson plan books for easy access during planning.</p> <p>ESE teachers and paraprofessionals will provide additional support for learning disabled and struggling students within the regular classroom setting</p> <p>The ESE department will provide professional development on processing deficiencies during data days in August and review of additional strategies and resources available for learning disabled students.</p> <p>Teachers and parents will be trained on using math novels and other available resources through the media center and parent resource lab.</p> <p>Teachers are encouraged to offer homework help during planning time to assist and answer questions for parents and students.</p> <p>Moby Math and Xtra Math will be used for fact fluency and engagement.</p> |       |       |       |
|  |  | 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                  |
|--|---|--|---|---|----------------------------------|
| <b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>  | 5E.1. Students processing deficiencies, | 5E.1. In addition to the strategies list for | 5E.1. Classroom teachers, support             | 5E.1. Student progress toward the                   | 5E.1. Students will be evaluated |

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| <b>Mathematics Goal #5E:</b>   | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | <b>lack of background knowledge and learning gaps hindered success.</b>   | <b>Goals 1,2,3, and 4:</b>   | <b>staff, math coaches, reading coach, Rtl teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies.</b> | <b>mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs.</b> | <b>through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, XtraMath, Success Maker, and the FCAT 2.0 Math Assessment.</b> |
|--|--|---|---|--|---|--|--|
| <p><i>57% of Economically Disadvantaged students will score Level 3, 4, or 5 on FCAT Math 2.0.</i></p> | <p>49% (159/326)</p>                       | <p>57% (199/349)</p>                        | <p>Students' learning gaps and lack of basic math foundations.</p> <p>Student attendance, class sizes, teacher shortage, lack of support staff, schedules and adequate teaching time are barriers for closing the math achievement gap for struggling students.</p> <p>Lack of home access to online resources including Skyward and math websites.</p> | <p>The school will collect and disseminate donated supplies from churches and local organizations.</p> <p>Students will be invited to participate in SES tutoring if a Level 1 or 2 student.</p> <p>Provide an opportunity for parents to connect with local resources such as social workers, job placement agencies, counselors, faith based agencies that provide assistance and resources.</p> <p>Food4Kids Backpack Program.</p> <p>Thanksgiving and Christmas Baskets.</p> <p>Adopt a Kid for Christmas- Gift Bags including clothes, supplies, and toys</p> <p>Use strategies from <i>Understanding Poverty</i> by Ruby Payne</p> |   |  |  |
|  |  |   | 5E.2.   | 5E.2.  | 5E.2.   | 5E.2.  | 5E.2.  |
|  |  |   | 5E.3.   | 5E.3.  | 5E.3.   | 5E.3.  | 5E.3.  |

*End of Elementary School Mathematics Goals*

**Mathematics Professional Development**

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

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|                                       |                |                    |                             |  |   |                |
|---------------------------------------|----------------|--------------------|-----------------------------|--|---|----------------|
| UF Research on Best Practices in Math | Grades 3-5     | Farleo/Roberts     | School-wide, Math SIP/PLC's | Faculty Meetings, Early Release, PLC's   | Minutes, Emails, Bulletin Board Displays in Wall of Fame, Morning Announcements | Administration |
| XtraMath                              | Grades 3-5     | Watson, Lewis      | School-wide                 | Grade Level Planning, Early Release Days | Classroom Walkthroughs, XtraMath reports  | Administration |
| Alternate Assessment Training         | Grades 3-5/ESE | District ESE Dept. | ESE Teachers                | First Available Opportunity              | Completion Certificate  | Administration |

**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                 |
| Parent Training Events   | Personnel                | Title I Part A | 1556.00                |
| Monthly Math Nights  | Personnel                | Title I Part A | 650.00                 |
|  |                          |                | <b>Subtotal:2,206</b>  |
| Technology   |                          |                |                        |
| Strategy   | Description of Resources | Funding Source | Amount                 |
|  |                          |                |                        |
|  |                          |                |                        |
|  |                          |                | <b>Subtotal:0</b>      |
| Professional Development   |                          |                |                        |
| Strategy   | Description of Resources | Funding Source | Amount                 |
| Data Days  | Personnel                | Title I Part A | 6602.00                |
|  |                          |                |                        |
|  |                          |                | <b>Subtotal:6,602.</b> |
| Other  |                          |                |                        |
| Strategy   | Description of Resources | Funding Source | Amount                 |
| Acceleration/Parent Review   | Journals                 | Title I Part A | 300.00                 |
| Increase Students' Background Knowledge  | Math-Science Connections | Title I Part A | 200.00                 |
|  |                          |                | <b>Subtotal:500.</b>   |

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

| Elementary and Middle Science Goals   |  |   | Problem-Solving Process to Increase Student Achievement  |   |   |   |  |
|---|--|---|--|---|---|---|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: |  |   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| <b>1A.FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>   |  |   | 1A.1.<br>Students lack background knowledge and experience with science materials and content. | 1A.1.<br>Science objectives and essential questions will be communicated to parents via classroom newsletters.  | 1A.1.<br>Classroom teachers, support staff, reading coach, Rtl teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 1A.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves (5 <sup>th</sup> ) and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs. | 1A.1.<br>Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, and the FCAT Science Assessment (5 <sup>th</sup> ). |
| <b>Science Goal #1A:</b>  | <b>2012 Current Level of Performance:*</b> | <b>2013 Expected Level of Performance:*</b> | 1A.1.<br>Students' level of independent critical thinking about science.                       | Students will participate in a variety of experiments, explorations, demonstrations, and investigations in order to gain an understanding of the nature of Science.<br><br>Students will have an opportunity to lead small and whole group think-alouds.<br><br>Student data from Florida Achieves (5 <sup>th</sup> ) and Levy County Interim Assessments will be used to determine classroom focus.<br><br>Teachers will be trained in how to best utilize the new textbook adoption, National Geographic.<br><br>SUMS Science kits will be correlated to test item specifications and focus will be on tested benchmarks.<br><br>Students will participate in a field |   |   |  |
| 50% of 5 <sup>th</sup> grade students will score Level 3 on FCAT Science 2.0.   | 32% (51/161)                               | 50% (79/158)                                |  |   |   |   |  |

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|   |  |  |   |   |       |       |       |
|---|--|--|---|---|-------|-------|-------|
|   |  |  |   | <p>trip to Cedar Key (5<sup>th</sup>).</p> <p>Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.</p> <p>Teachers will use FCAT/Academic language during daily activities.</p> <p>Lessons will engage students through the use of Class Pads, interactive whiteboards, and project based learning.</p> <p>Provide an opportunity for science related guest speakers to share information and motivate students.</p> |       |       |       |
|   |  |  | 1A.2.   | 1A.2.   | 1A.2. | 1A.2. | 1A.2. |
|   |  |  | 1A.3.   | 1A.3.   | 1A.3. | 1A.3. | 1A.3. |
| <b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>   |  |  | 1B.1.   | 1B.1.   | 1B.1. | 1B.1. | 1B.1. |
| <p><u>Science Goal #1B:</u></p> <p>100% of students will score a Level 7 or above on the Florida Alternate Assessment in Science.</p> | <p><u>2012 Current Level of Performance:*</u></p> <p>33% (1/3)</p> | <p><u>2013 Expected Level of Performance:*</u></p> <p>100% (3/3)</p> | <p>Lack of background knowledge and extensive vocabulary.</p> <p>Unstable and inconsistent living conditions/homeless or constantly moving.</p> <p>A need for constant re-teaching and repetition material and concepts</p> | <p>Enhancing family support in educational strategies through local agencies</p> <p>Better access to State issued Item Specs for the Florida Alternate Assessment.</p> <p>Collaboration with District ESE Department regarding current professional development opportunities and requirements.</p>   |       |       |       |
|   |  |  | 1B.2.   | 1B.2.   | 1B.2. | 1B.2. | 1B.2. |

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|  |  |       |       |       |       |       |
|--|--|-------|-------|-------|-------|-------|
|  |  | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |
|--|--|-------|-------|-------|-------|-------|

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: |  |   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
|---|--|---|--|--|---|---|--|
| <b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>  |  |   | 2A.1.<br>Reading fluency and comprehension of Science related materials. | 2A.1.<br>In addition to the strategies listed for Goal #1:<br><br>Provide consistent and frequent practice with Science related reading materials.<br><br>Teachers will provide an opportunity for students to create PowerPoint projects related to science (5 <sup>th</sup> ). | 2A.1.<br>Classroom teachers, support staff, reading coach, Rtl teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 2A.1.<br>Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of Florida Achieves (5 <sup>th</sup> ) and county developed interim assessments. Student data will be reviewed throughout the year through the use of PSTs. | 2A.1.<br>Students will be evaluated through weekly skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, and the FCAT Science Assessment (5 <sup>th</sup> ). |
| <b>Science Goal #2A:</b>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |  |  |   |   |  |
| 25% of 5 <sup>th</sup> graders will score Level 4 or 5 on FCAT Science 2.0.   | 11% (17/161)                               | 25% (40/158)                                |  |  |   |   |  |
|   |  |   |  |  |   |   |  |
|   |  |   | 2A.2.  | 2A.2.  | 2A.2.   | 2A.2.   | 2A.2.  |
|   |  |   | 2A.3.  | 2A.3.  | 2A.3.   | 2A.3.   | 2A.3.  |
| <b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>   |  |   | 2B.1.<br>All of the above.   | 2B.1.<br>Looking for opportunities to mainstream students into regular education interventions and classes<br><br>Enhancing family support in educational strategies through local agencies  | 2B.1.   | 2B.1.   | 2B.1.  |
| <b>Science Goal #2B:</b>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |  |  |   |   |  |
| All students will score a Level 7 or above on the Florida Alternate Assessment.   | 67% (2/3)                                  | 100% (3/3)                                  |  |  |   |   |  |
|   |  |   |  |  |   |   |  |
|   |  |   | 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*

**Science Professional Development**

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

**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               |
|   |                          |                |                      |
|   |                          |                | <b>Subtotal:0</b>    |
| Technology  |                          |                |                      |
| Strategy  | Description of Resources | Funding Source | Amount               |
|   |                          |                |                      |
|   |                          |                | <b>Subtotal:0</b>    |
| Professional Development  |                          |                |                      |
| Strategy  | Description of Resources | Funding Source | Amount               |
|   |                          |                |                      |
|   |                          |                | <b>Subtotal:0</b>    |
| Other   |                          |                |                      |
| Strategy  | Description of Resources | Funding Source | Amount               |
| Note-taking   | Journals                 | Title I Part A | 300.00               |
| Increasing Background Information   | Math-Science Connections | Title I Part A | 200.00               |
|   |                          |                | <b>Subtotal:500.</b> |
|   |                          |                | <b>Total:500.</b>    |

*End of Science Goals*

**Writing Goals**

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

| Writing Goals   |  |   | Problem-Solving Process to Increase Student Achievement   |   |  |   |   |
|---|--|---|---|---|--|---|---|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: |  |   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>   |  |   | 1A.1. Students' use of low level vocabulary, transitional phrases, limited creative skills, and sentence structure. | 1A.1. Teachers will implement Writers in Control writing curriculum in third and fourth grade.<br><br>Teachers will use Melissa Forney and Collins Writing Program for additional resources.<br><br>Teacher read alouds, high complexity text and poetry will be included as part of the daily curriculum.<br><br>Teachers will encourage students to read challenging books that include examples of a variety of writing skills.<br><br>Third and Fourth grade students will practice writing to a prompt in sixty minutes through monthly school-wide writing prompts. Scores will be recorded in a consistent format for third and fourth grade and discussed during monthly grade level meetings.<br><br>Third and fourth grade teachers will use consistent planning sheets.<br><br>Teachers will send home materials with strategies to help students increase writing skills.<br><br>Teachers will provide opportunities for students to use the six-point rubric for self-reflection.<br><br>Teachers will implement a daily | 1A.1. Classroom teachers, support staff, reading coach, RtI teacher, guidance counselor, and administration will monitor student progress and the effectiveness of strategies. | 1A.1. Monthly school-wide writing prompts. Student data will be reviewed throughout the year through the use of PSTs. | 1A.1. Teachers will use the DOE six-point rubric, portfolios, monthly writing prompts and grades as an evaluation tool.<br><br>FCAT Writing 2.0 |
| <b>Writing Goal #1A:</b><br><br>82% of 4 <sup>th</sup> graders will score Level 3 or above on FCAT Writing 2.0.   | <u>2012 Current Level of Performance:</u> *<br>74% (114/155) | <u>2013 Expected Level of Performance:</u> *<br>82% (125/152) | 1A.1. Students' ability to support and elaborate writing.   |   |  |   |   |

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|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  | <p>language drill addressing grammar and vocabulary skills. The grammar drill will address sentence structure, mechanics, and punctuation.</p> <p>Utilize RtI teacher and curriculum facilitators to mentor, review, and coordinate curriculum delivery based on data analysis.</p> <p>Teachers will plan and implement lessons, using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction, and high level questioning.</p> <p>Lessons will engage students through the use of the Elmo, Class Pads, interactive whiteboards, and collaborative group work.</p> <p>Teachers will communicate with parents regarding student progress, New Generation Sunshine State Standards, and grade level expectations through the use of daily planners, student led data chats, parent conferences, Open House, Parent Writing Night, the student compact poster, newsletters, phone calls, e-mails, and "Home to School Connection" newsletter of parent tips.</p> <p>Teachers will provide more opportunities throughout the year for students to do thematic writing, writing for a purpose, display writings, present writing to other students at different grade levels and parents, display exemplary writing in area businesses and the Wall of Fame in the Wildcat Café.</p> <p>Third grade teachers will</p> |  |  |
|--|--|--|--|--|--|--|

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|   |  |   |       |   |       |       |       |
|---|--|---|-------|---|-------|-------|-------|
|   |  |   |       | <p>communicate with second grade teachers regarding the writing requirements for third grade students.</p> <p>Teachers will include practice for spelling words from the most commonly misspelled words list.</p> <p>Teachers will create grade level spelling lists which include grade level contents words, the 300 most commonly spelled words, and Orton word families.</p> <p>Teachers and students will work together to create precision in words choice.</p> <p>Teachers will include strategies from the "Collins Writing Program," and Max Thompson across all content areas.</p> <p>Teachers will work together across grade levels and schools to partner score writing.</p> |       |       |       |
|   |  |   | 1A.2. | 1A.2.   | 1A.2. | 1A.2. | 1A.2. |
|   |  |   | 1A.3. | 1A.3.   | 1A.3. | 1A.3. | 1A.3. |
| <b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>      |  |   | 1B.1. | 1B.1 Enhancing family support in educational strategies through local agencies  | 1B.1. | 1B.1. | 1B.1. |
| <b>Writing Goal #1B:</b>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |       | Better access to State issued Item Specs for the Florida Alternate Assessment.  |       |       |       |
| 100% of students will score a 4 or higher on the Florida Alternate Assessment in Writing. | 100% (2/2)                                 | 100% (2/2)                                  |       | Collaboration with District ESE Department regarding current professional development opportunities and requirements.   |       |       |       |

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|  |  |       |       |       |       |       |
|--|--|-------|-------|-------|-------|-------|
|  |  | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
|  |  | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

**Writing Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |  |   |  |   |
|---|---------------------|----------------------------------|--|---|--|---|
| Please note that each Strategy does not require a professional development or PLC activity.                               |                     |                                  |  |   |  |   |
| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring  | Person or Position Responsible for Monitoring |
| State Requirements and Rubric/Writers in Control  | Grades 3/4          | Vining/<br>Bowman                | Third and Fourth Grade Teachers                                    | Grade Level Planning / Early Release  | Writing Prompt Data Sheets, Lesson Plans, Walkthroughs, teacher conferences, Write Score | Administration/Vining/Bowman/<br>Writing PLC  |
|   |                     |                                  |  |   |  |   |
|   |                     |                                  |  |   |  |   |

**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               |
| Planning/Pre-writing activities   | Journals                 | Title I Part A | 300.00               |
|   |                          |                |                      |
|   |                          |                | <b>Subtotal:300.</b> |
| Technology  |                          |                |                      |
| Strategy  | Description of Resources | Funding Source | Amount               |
|   |                          |                |                      |
|   |                          |                |                      |
|   |                          |                | <b>Subtotal:0</b>    |
| Professional Development  |                          |                |                      |
| Strategy  | Description of Resources | Funding Source | Amount               |

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|                 |                          |                |                       |
|-----------------|--------------------------|----------------|-----------------------|
|                 |                          |                |                       |
|                 |                          |                | <b>Subtotal:0</b>     |
| Other           |                          |                |                       |
| Strategy        | Description of Resources | Funding Source | Amount                |
| Scoring Prompts | Personnel                | Title I Part A | 1,023.00              |
|                 |                          |                | <b>Subtotal:1023.</b> |
|                 |                          |                | <b>Total:1,323.</b>   |

*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                                       |  |
| <b>1. Attendance</b>   |  |   | 1.1.<br>Transportation for students who miss the bus or live within the 2-mile courtesy zone. | 1.1.<br>Phone calls made to students when reaching 7 absences.  | 1.1.<br>Classroom teachers, support staff, reading coach, Rtl teacher, guidance counselor, and administration. | 1.1.<br>Student data will be reviewed throughout the year through the use of PSTs. | 1.1.<br>Skyward Attendance Reports                    |  |
| <b>Attendance Goal #1:</b><br><br><i>WES will maintain a 95% or greater attendance rate and reduce the number of students with 10 or more absences and tardies by 10%.</i> | <u>2012 Current Attendance Rate:*</u><br><br>95%   | <u>2013 Expected Attendance Rate:*</u><br><br>Maintain 95%                              | Family to family spreading of germs.  | Warning letter sent to parents when student reaches 5 absences. | Letters sent to parents when student reaches 9 absences.   | Child Study Team meetings scheduled for students with attendance problems.         | Routine cleaning of door handles, student desks, etc. | Letter from school nurse concerning fevers over 100 degrees F and returning to school. |
|  | <u>2012 Current Number of Students with Excessive Absences (10 or more)</u><br><br>196 students with 10 or more absences | <u>2013 Expected Number of Students with Excessive Absences (10 or more)</u><br><br>176 |   | Offering flu-mist at no cost to                                 |  |  |   |  |
|  | <u>2012 Current Number of Students with Excessive Tardies (10 or</u>   | <u>2013 Expected Number of Students with Excessive Tardies (10 or</u>                   |   |   |  |  |   |  |
|  |  |   |   |   |  |  |   |  |

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|  |   |       |      |   |      |      |      |
|--|---|-------|------|---|------|------|------|
|  | more)   | more) |      | students with parent permission.  |      |      |      |
|  | 156 Students with 10 or more tardies and/or early checkouts | 140   |      | Reward/Drawing every 9 weeks for students with perfect attendance/no tardies. |      |      |      |
|  |   |       | 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 |
|  |                     |                                  |  |   |                                   |   |
|  |                     |                                  |  |   |                                   |   |
|  |                     |                                  |  |   |                                   |   |

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

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

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

*End of Attendance Goals*

**Suspension Goal(s)**

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

| Suspension Goal(s)  |  |   | Problem-solving Process to Decrease Suspension                    |  |   |   |                           |
|---|--|---|---|--|---|---|---------------------------|
| Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement: |  |   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool           |
| <b>1. Suspension</b>  |  |   | 1.1.<br>External factors from home that affect student behavior.  | 1.1.<br>Explicitly teach classroom, playground, bus, cafeteria, etc. rules.  | 1.1.<br>Classroom teacher, support staff, guidance counselor, ISS aide, administration. | 1.1.<br>Discipline reports                          | 1.1.<br>Skyward and RtI:B |
| <b>Suspension Goal #1:</b><br>The number of In-school and Out of School Suspensions will be reduced by 10%.                       | <u>2012 Total Number of In-School Suspensions</u><br><i>83 In-school suspensions</i>               | <u>2013 Expected Number of In-School Suspensions</u><br>75        | Student to adult and/or student to student personality conflicts. | Going to the classroom to take care of minor referrals<br><br>Positive Referrals-rewarding students for good behavior<br><br>Assign additional support staff to 5 <sup>th</sup> grade lunch and recess supervision duty. |   |   |                           |
|   | <u>2012 Total Number of Students Suspended In-School</u><br><i>54 students suspended in-school</i> | <u>2013 Expected Number of Students Suspended In-School</u><br>49 |   |  |   |   |                           |
|   | <u>2012 Total Number of Out-of-School Suspensions</u><br><i>74 out-of-school suspensions</i>       | <u>2013 Expected Number of Out-of-School Suspensions</u><br>67    |   |  |   |   |                           |
|   | <u>2012 Total Number of Students Suspended Out-of-School</u>                                       | <u>2013 Expected Number of Students Suspended</u>                 |   |  |   |   |                           |



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

|  |                                     |               |      |  |      |      |      |
|--|-------------------------------------|---------------|------|--|------|------|------|
|  |                                     | Out-of-School |      | Partnership with Pop Warner community athletic program utilizing coaches as mentors for students with discipline/academic problems |      |      |      |
|  | 41 students suspended out-of-school | 37            |      |  |      |      |      |
|  |                                     |               | 1.2. | 1.2.   | 1.2. | 1.2. | 1.2. |
|  |                                     |               | 1.3. | 1.3.   | 1.3. | 1.3. | 1.3. |

**Suspension Professional Development**

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

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

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

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

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

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

Note: Required for High School- F.S., Sec. 1003.53

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

| <b>Dropout Prevention Goal(s)</b>  |  |   | <b>Problem-solving Process to Dropout Prevention</b> |          |   |   |                 |
|--|--|---|--|----------|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:  |  |   | Anticipated Barrier                                  | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <b>1. Dropout Prevention</b>   |  |   | 1.1.   | 1.1.     | 1.1.  | 1.1.  | 1.1.            |
| <b>Dropout Prevention Goal #1:</b><br><br><i>Enter narrative for the goal in this box.</i><br><br><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 2012 Current Dropout Rate:*                                  | 2013 Expected Dropout Rate:*  |  |          |   |   |                 |
|  | <i>Enter numerical data for dropout rate in this box.</i>    | <i>Enter numerical data for expected dropout rate in this box.</i>    |  |          |   |   |                 |
|  | 2012 Current Graduation Rate:*                               | 2013 Expected Graduation Rate:*                                       |  |          |   |   |                 |
|  | <i>Enter numerical data for graduation rate in this box.</i> | <i>Enter numerical data for expected graduation rate in this box.</i> |  |          |   |   |                 |
|  |  |   |  |          |   |   |                 |
|  |  |   | 1.2.   | 1.2.     | 1.2.  | 1.2.  | 1.2.            |
|  |  |   | 1.3.   | 1.3.     | 1.3.  | 1.3.  | 1.3.            |

**Dropout Prevention Professional Development**

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

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

*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  |  |  |   |   |
|---|---|---|--|--|--|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: |   |   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring                          | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>1. Parent Involvement</b>  |   |   | 1.1. Lack for free child care  | 1.1. Free child care for parent events will be provided through community hours donated by our local high school students.   | 1.1. Administration, SAC chairpersons, Parent Involvement Coordinators | 1.1. Parent surveys after trainings or events and /or comments generated through SAC or the web-sites | 1.1. Parent Sign-in Sheets, Parent Surveys, District Parent Surveys, Title I Parent Surveys, WES Informal Surveys, school web-site, classroom web-sites |
| <b>Parent Involvement Goal #1:</b><br>56% of WES families will be represented at school sponsored events and trainings.                   | <b>2012 Current Level of Parent Involvement:*</b><br>52% (238/458) families represented | <b>2013 Expected Level of Parent Involvement:*</b><br>56% (256/458) | Parents are unaware of scheduled events and trainings<br><br>Limited resources for transportation<br><br>Siblings in other schools with scheduling conflicts<br><br>Parents working more than one job / single parent families | Coordinators will provide announcements of meetings through monthly school calendar, local media, web-site, marquee, phone home, planners, classroom newsletters, and back pack.<br><br>School calendars are being shared between the four Williston schools<br><br>A WES Google calendar for teachers and parents has been developed for more efficient communication |  |   |   |
|   |   |   | 1.2.   | 1.2.   | 1.2.   | 1.2.  | 1.2.  |
|   |   |   | 1.3.   | 1.3.   | 1.3.   | 1.3.  | 1.3.  |
|   |   |   |  |  |  |   |   |

**Parent Involvement Professional Development**

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

*End of Parent Involvement Goal(s)*

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

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

**STEM Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity |                     |                                  |   |  |                                   |   |
|--|---------------------|----------------------------------|---|--|-----------------------------------|---|
| 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 |
|  |                     |                                  |   |  |                                   |   |
|  |                     |                                  |   |  |                                   |   |
|  |                     |                                  |   |  |                                   |   |

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

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

*End of STEM Goal(s)*

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

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

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|   |      |      |      |      |      |
|---|------|------|------|------|------|
| <b>CTE Goal #1:</b><br><br><i>Enter narrative for the goal in this box.</i> | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
|   | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|   | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**CTE Professional Development**

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

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

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



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

*End of CTE Goal(s)*

**Additional Goal(s)**

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

| Additional Goal(s)  |   |  | Problem-Solving Process to Increase Student Achievement |          |   |   |                 |
|---|---|--|---|----------|---|---|-----------------|
| Based on the analysis of school data, identify and define areas in need of improvement: |   |  | Anticipated Barrier                                     | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <b>1. Additional Goal</b>   |   |  | 1.1.  | 1.1.     | 1.1.  | 1.1.  | 1.1.            |
| Additional Goal #1:<br><i>Enter narrative for the goal in this box.</i>                 | 2012 Current Level :*                                     | 2013 Expected Level :*                                     |   |          |   |   |                 |
|   | <i>Enter numerical data for current goal in this box.</i> | <i>Enter numerical data for expected goal in this box.</i> |   |          |   |   |                 |
|   |   |  | 1.2.  | 1.2.     | 1.2.  | 1.2.  | 1.2.            |

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|  |  |      |      |      |      |      |
|--|--|------|------|------|------|------|
|  |  | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
|--|--|------|------|------|------|------|

**Additional 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|  |                     |                                  |  |   |                                   |   |
|  |                     |                                  |  |   |                                   |   |
|  |                     |                                  |  |   |                                   |   |

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

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

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

*End of Additional Goal(s)*

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

|  |                        |
|--|------------------------|
| Please provide the total budget from each section. |                        |
| <b>Reading Budget</b>                              | <b>Total: 116,062.</b> |
| <b>CELLA Budget</b>                                | <b>Total: 0</b>        |
| <b>Mathematics Budget</b>                          | <b>Total: 9,308.</b>   |
| <b>Science Budget</b>                              | <b>Total: 500.</b>     |
| <b>Writing Budget</b>                              | <b>Total: 1,323.</b>   |
| <b>Civics Budget</b>                               | <b>Total: 0</b>        |
| <b>U.S. History Budget</b>                         | <b>Total : 0</b>       |
| <b>Attendance Budget</b>                           | <b>Total: 0</b>        |
| <b>Suspension Budget</b>                           | <b>Total : 0</b>       |
| <b>Dropout Prevention Budget</b>                   | <b>Total: 0</b>        |
| <b>Parent Involvement Budget</b>                   | <b>Total: 0</b>        |
| <b>STEM Budget</b>                                 | <b>Total: 0</b>        |

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|                              |                 |
|------------------------------|-----------------|
| <b>CTE Budget</b>            | <b>Total: 0</b> |
| <b>Additional Goals</b>      | <b>Total: 0</b> |
| <b>Grand Total: 127,193.</b> |                 |

**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.

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

In August: Provide a Title I Annual Open House/Meet the Teacher Night for Parent and students  
 Invite various tutoring companies to set up displays in order to offer services to students in need of additional help  
 Invite various community members (such as the Cub Scouts, Girls Scouts and CDS) as well as school service personnel (such as District Transportation Department, District Food Services) to provide information on opportunities/services available to students  
 Solicit the help of the Williston Police Department to facilitate/offer suggestions and enforce the car pick-up procedures

Provide Monthly SAC meetings  
 Approve the school budget  
 Provide parents an opportunity to visit the county's resource center in Bronson  
 Provide monthly Family Nights for AR/Rosetta Stone/ Math Helps/Technology  
 Provide monthly ESOL Nights  
 Provide a writers' workshop for parents  
 Provide Keys For Success Workshop for parents  
 Provide a grade level musical program for parents and community members for grades 3-5  
 Provide a student generated art display for community members and parents  
 Provide the Reindeer Run to promote fitness for parents and students in December  
 Provide various guest speakers throughout the year to speak to students (may include areas such as art, citizenship, nutrition)  
 Provide a Veteran's Day celebration involving community members, staff members, and students  
 Provide an opportunity to meet with various businesses in the community to establish "Business Partners"  
 Provide various activities to raise money for Accelerated Reader Program

| Describe the projected use of SAC funds.         | Amount              |
|--|---------------------|
| Classroom and grade level supplies from SAC fund | No available budget |
|  |                     |
|  |                     |