

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: 3341.00 Clearwater Intermediate	District Name: Pinellas County Schools
Principal: Philip Wirth	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Jose Cruz	Date of School Board Approval: Pending: October 19, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Philip Wirth	B.S. Science M.S. Educational Leadership	4	23	Clearwater Intermediate School - Rated school status, rated as maintaining status for the 2010/11 school year, 2009/10 school year declining status. Overall school learning gains were a -3 in reading and +7 in math. Correct II status with less than 80% of AYP criteria for 2010/11 school year.
Assistant Principal	Melissa Porter	M.A. in Education, Certification in Ed. Leadership K-12, Biology	1	3	Bayside High School- Ungraded, 9th grade reading scores increased by 5 points and 10 grade FCAT reading scores increased by 12 points on 2010 FCAT, none of the subgroups made learning gains or met AYP. In 2010, 10% of the 11 grade students passed the FCAT reading retakes while 30% of the 12th grade students passed the FCAT Reading Retakes. 30% passing scores of 12th graders is the highest percentage in this district for testing cycle

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
RTI Specialist/ Staff Developer	Pam Hockert	BS Elementary Ed. MA in Education	1	2	Number of students who made reading gains school-wide increased the two years while she was the RTI Specialist/Literacy Coach at Centennial Elementary School in Richfield, MN. While a classroom teacher, her reading and math scores were the highest in the district, with 90-100% of students exceeding the typical yearly growth in reading and math on the NWEA assessments.
Reading/ Literacy Coach	Desrine Nation	MA Varying Exceptionalities K-12/ Reading Endorsement/K-6 Elem.	10	1	Served prior years as an embedded literacy coach at Lealman and Clearwater Intermediate School. These are the two dropout prevention sites that do not receive a school grade. Clearwater increased in reading in 6 th grade by 5 percentage points and an increase in 7 th grade math by 5 percentage points as measured by FCAT 2.0 test. The overall rating for Clearwater is maintaining in reading and declining in math for FCAT2.0 2011-12. Lealman increased in reading in 8 th grade by 2 percentage points as measured by FCAT 2.0 Reading test. The overall rating for Lealman is declining in reading and maintaining in math.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Fill vacancies with teachers who are certified in the subject area needed and have experience working with at risk youth.	Principal, Assistant Principal	Ongoing as needed
2. Assign a mentor or buddy to all new teachers to CIS	Principal, Assistant Principal	Ongoing as needed
3. Encourage all teachers to obtain ESOL and Reading endorsements, and advanced degrees.	Principal, Assistant Principal	Ongoing as needed
4. Provide school wide professional development and refer teachers to appropriate trainings.	Principal, Assistant Principal	Ongoing as needed

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

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 Teachers out-of-field (5%) -One teacher will be taking the Algebra I cert. exam at the end of the year. -One teacher is currently working on the final component of the Reading Certificate	Assign a mentor or buddy to all new teachers at CIS. Encourage all teachers to obtain Middle Grades Integrated Curriculum Certification, ESOL and Reading Endorsement, and advanced degrees. Provide school-wide professional development and refer teachers to appropriate trainings.

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
38	0	(6) 16%	(13) 34%	(19) 50%	(15) 39%		(8) 21%	(1) 3%	(7) 18%

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
Mary Roush	Robert Plotkin	Veteran teacher paired with new teacher	Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Lisa Totten	Cathy Ware	Both are specialist teachers	
Kelly Ellis	Belinda DeJesus	Both are specialist teachers	
Adele Morgan	Tondra Kelly	Both teach 6 th grade	

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration, RTI Specialist/Staff Developer, Behavior Specialist; school psychologist; social worker, guidance counselor, general education teachers from each grade level and content area, exceptional student education teachers, student services personnel.

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

-Facilitator – generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner

The team meets three times per month to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students.

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. The RtI Leadership Team met with administration and selected teachers to help develop the SIP. The team provided data on academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching; 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.

Tier I Data: Progress Monitoring and Reporting Networks (PMRN, DIBELS, FCAT 2.0, FCAT Simulation tests, Common Assessments, District developed tests, discipline records

Tier II Data: Florida Assessments for Instruction in Reading (FAIR) Diagnostic Assessments for Reading (DAR) Discipline Records, Tier II Academic and Behavior Contracts

Tier III Data: FAIR, FCAT 2.0, Discipline Records, AIMS Web- Academic/Behavior, Individualized behavior cards for frequency data, Frequency of Data Days- once a month for data analysis

Describe the plan to train staff on MTSS.

At the beginning of the year, district trainers will complete a training with our staff on the MTSS process and the use of data to make decisions in the classroom. An MTSS walkthrough will be held to give feedback to the staff of the MTSS processes that are in place. Follow up trainings will be held with the staff. Future MTSS walkthroughs will be held as needed for progress monitoring purposes and to show growth from the beginning of the year.

Describe the plan to support MTSS.

Review of universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. Based on the above information, the team will identify professional development and resources for students, collaborate on problem-solving, sharing of effective practices, evaluate implementation of interventions, make decisions and practice new processes and skills, facilitate the process of building consensus increasing the infrastructure and making decisions about implementation. The MTSS team will provide a Problem-Solving approach working with staff to assist in problem-solving student needs.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mary Jo Feroletto (Chair, Math teacher), Michelle Davis (Reading Teacher), Kelly Ellis (Physical Education and Health teacher), Desrine Nation (Literacy Coach), Bernice Fitts (Math teacher), Anthony Green (Social Studies) Jennifer Norris (Reading and Language Arts teacher), Patty Novas (K-12 Plan Facilitator), Janet Roland (ESE Teacher), Kelley Ross (Guidance Counselor), Mary Roush (Social Studies Teacher), Sherrie Williams (Media Specialist) Pam Hockert (RTI Specialist/Staff Developer), Melissa Porter (AP and County Liaison), Jeanne Zimet (Math teacher)

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

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

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

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

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

Support for text complexity

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

Public School Choice

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

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

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

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

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 5-9, 7% of the students achieved proficiency on the 2012 FCAT in Reading. In 2013, 10% of the Level 1 and 2 students will achieve proficiency in reading.	7% (24)	Decrease level 1&2 from 89% To 79%	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with	1a.2. Walkthrough

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

					Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	#N/A	N/A				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.		2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction	2a.1. Walkthrough
Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
5% of Level 4 and 5						

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

students from 2012 FCAT 2.0 will increase their proficiency in Reading on the 2013 FCAT 2.0.	4% (13)	Increase level 4 and 5 by 5%				*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1.	2b.1.	2b.1.	2b.1.	2b1.
Reading Goal #2b: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
			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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

**June 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

group:							
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 FCAT 2.0, 100% of the students will achieve annual learning gains, which is an increase of 61%.	39% (129)	100% (332)					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4a:</p> <p>On the 2013 FCAT 2.0, 100% of the students in the lowest 25% making learning gains will increase by 10%.</p>			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	pending	100% (332)					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.		4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
						4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years schools will reduce their achievement gap by 50%.	Baseline data 2010-2011			19	81	33	46
Reading Goal #5A: Decrease achievement gap by 8.3% each year to achieve 50% reduction by 2016-2017.							

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>			<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans & Walkthrough</p>
<p>Reading Goal #5B:</p> <p>All subgroups (100%) will make a learning gain and increase proficiency by 10% by 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>White:60 73 Black: 87 100 Hispanic: 24 65% Asian: 7.00 19% American Indian: 5.00</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%.</p>					

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

	14%						
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough	
Reading Goal #5C: English Language Learners (ELL) will make a learning gain and increase proficiency by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19% 3	100% of ELL students to make a learning gain An increase in proficiency by 10%.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5d.1. Lack of	5d.1. Differentiate	5d.1. AP who evaluates	5d.1. Content materials are differentiated	5d.1. Lesson Plans & Walkthrough	

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

<p>Reading Goal #5D:</p> <p>Students with Disabilities (SWD) will make a learning gain and increase proficiency by 10%.</p>	<p>2012 Current Level of Performance:*</p> <p>1.00 3%</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of all SWD students to make a learning gain An increase in proficiency by 10%.</p>	<p>differentiation of instruction</p>	<p>Instruction</p>	<p>teacher</p>	<p>by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
			<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>
				<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>			<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities</p>	<p>5e.1. Lesson Plans & Walkthrough</p>
<p>Reading Goal #5E:</p> <p>Economically Disadvantaged Students will make a learning gain and increase proficiency by 10%.</p>	<p>2012 Current Level of Performance:*</p> <p>pending</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of economically disadvantaged students will earn learning gains, which is an increase in proficiency by 10%.</p>					

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

						to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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
Common Core Training	5-9/All	Melissa Porter/Mary Roush	School-wide	Monthly	Walkthroughs	Administration
Student Engagement	5-9/All	Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Writing in the Content Areas	5-9	Pam Hockert Desrine Nation	School-wide	Monthly	Walkthroughs	Administration
Becoming a Highly Effective Teacher	5-9	Melissa Porter	Instructional Staff	Monthly	Walkthroughs	Administration
Diversity Training	5-9/All	Randy Lightfoot	Instructional Staff/Administration	October 19, 2012	Walkthroughs	Administration

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Extended Learning Program	Tutoring with Transportation Provided	Title 1	\$2,111.79
			Subtotal: \$2,111.79
Technology			
Strategy	Description of Resources	Funding Source	Amount
Fast ForWord	Computer Program to help with reading skills	ESE/PCS Budget	
Technology Technician	Help with Fast ForWord	Title 1	\$4,326.84
Enrichment and Exploration	Update technology with new computers/materials	Title 1	
			Subtotal: \$4,326.84
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Standards Training	Common Core Standards	PCS Budget	
Diversity Training	Used to increase cultural background knowledge of students to assist in differentiation	Title 1	\$ 75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Title 1 Hourly Teacher	Provide Interventions for Struggling Students	Title 1	\$20,968.73
RTI Specialist/Staff Developer	Support for literacy strategies	Title 1	\$11,181.30
Reading Coach	Used to support classroom strategies	PCS Funding	
Reading Materials to Support Differentiated Instruction	Instructional materials for the classroom	Title 1	\$ 1,100.99
Classroom Teacher	Provide additional Reading teacher	Title 1	\$15,849.41
			Subtotal: \$49,100.43
			Total: \$55,614.06

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
Improve current level of performance	88%					
Number CELLA tested: 17	15					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners	2.1. Lesson Plans & Walkthrough

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

					*Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
CELLA Goal #2: Improve current level of performance	2012 Current Percent of Students Proficient in Reading :	Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
	19%					
	3					
		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

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

3. Students scoring proficient in Writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3: Improve current level of performance	<u>2012 Current Percent of Students Proficient in Writing :</u>	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Walkthrough & Lesson Plans
	25%					
	4					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<u>Mathematics Goal</u> #1a: Improve current level of performance by 17%	<u>2012 Current Level of Performance:*</u> 4% (2)Students	<u>2013Expected Level of Performance:*</u> 21% (10)Students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled	1a.2. Walkthrough

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

					Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.2.	1b.2.	1b.2.	1b.2.
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A	N/A				
			1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Walkthrough
<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
						2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction

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

Improve current level of performance by increasing 5%	0%	Increase in level 4 and 5 by 5% to (2) Students				*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			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

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

3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
<u>Mathematics Goal</u> #3a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
All students will make learning gains in Mathematics	pending	100% of students will make a learning gain					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.							
<u>Mathematics Goal</u> #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.

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

			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p><u>Mathematics Goal</u> #4a: All students in the lowest 25% will make learning gains in mathematics</p>			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
	<p>2012 Current Level of Performance:*</p> <p>pending</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of students will make a learning gain</p>	4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

					reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3.	4a.3.	4a.3.	4a.3.	4a.3
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
<u>Mathematics Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
N/A	N/A	N/A				
		4b.2.	4b.2.	4ab.2.	4b.2.	4b.2.
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six						

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

<p>year school will reduce their achievement gap by 50%.</p>																			
<p><u>Mathematics Goal #5A:</u> Improve current level of performance</p>																			
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>		<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>													
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> All students from each subgroup will make learning gains to increase proficiency by 10%</p> <table border="1" data-bbox="317 646 606 1317"> <thead> <tr> <th data-bbox="317 646 453 727">2012 Current Level of Performance:*</th> <th data-bbox="453 646 606 727">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td data-bbox="317 727 453 824">White: 20.00</td> <td data-bbox="453 727 606 824">100% of student subgroups will make learning gains</td> </tr> <tr> <td data-bbox="317 824 453 922">Black: 27.40</td> <td data-bbox="453 824 606 922">An increase in proficiency by 10%</td> </tr> <tr> <td data-bbox="317 922 453 1019">Hispanic: 40.33</td> <td data-bbox="453 922 606 1019"></td> </tr> <tr> <td data-bbox="317 1019 453 1117">Asian: 53.60</td> <td data-bbox="453 1019 606 1117"></td> </tr> <tr> <td data-bbox="317 1117 453 1214">American Indian: 13.60</td> <td data-bbox="453 1117 606 1214"></td> </tr> </tbody> </table>		2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 20.00	100% of student subgroups will make learning gains	Black: 27.40	An increase in proficiency by 10%	Hispanic: 40.33		Asian: 53.60		American Indian: 13.60		<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5b.1. Lesson Plans & Walkthrough</p>	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
White: 20.00	100% of student subgroups will make learning gains																		
Black: 27.40	An increase in proficiency by 10%																		
Hispanic: 40.33																			
Asian: 53.60																			
American Indian: 13.60																			
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>													

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

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

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

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

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

						*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	5E.2
			5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

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

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra EOC 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
1. Students scoring at Achievement Level 3 in Algebra.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance: * 13% (6)	2013 Expected Level of Performance: * 100% of all students will make a learning gain.					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on	1a.2. Walkthrough

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

					essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough	
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Improve current level of performance	0% (0)	100% of all students will make a learning gain.						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	Baseline data 2010-2011 <u>2011-2012</u>						6	13%

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

achievement gap by 50%.							
Algebra Goal #3A: Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided	5b.1. Lesson Plans & Walkthrough	
Algebra Goal #3B: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10%					

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

						opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
							3B.2.
			5B.3.	5B.3.	5B.3.	5B.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	5c.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance		100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					

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

						understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of	5d.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance		100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%					

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

						difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs	5e.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance		100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

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

						of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

Math/EOC 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

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

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

Core Standards	5-9/All	Melissa Porter/Mary Roush	School-wide	Monthly	Walkthroughs	Administration
Student Engagement	5-9/All	Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Writing in the Content Areas	5-9	Desrine Nation Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Becoming a Highly Effective Teacher	5-9	Melissa Porter	Instructional Staff	Monthly	Walkthroughs	Administration
Diversity Training	5-9/All	Randy Lightfoot	Instructional Staff/Administration	October 19, 2012	Walkthroughs	Administration
Math Strategies to Improve Student Achievement	5-9	District Math Professional Developers and Keisha Albritton	5-9 Math Teachers RTI Specialist/Staff Developer	Throughout the Year	Walkthroughs	Administration

Math/EOC 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
Extended Learning Program	Tutoring with Transportation Provided	Title 1	\$2,111.79
Math Manipulatives/Materials	Materials needed to enhance instruction	Title 1	\$ 781.00
			Subtotal: \$2,892.79

Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Provide Support for Voyager Math	Title 1	\$4,326.84
Updated Computers and Accessories	Computers and accessories needed to support software	Title 1	\$2,449.39
Voyager Math	Computer based curriculum	PCS	
			Subtotal: \$6,776.23

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing in the Content Areas	Various books and teacher resources	CIS resources	
Diversity Training	Used to increase cultural background knowledge of students to assist in differentiation	Title 1	\$ 75.00
Math Strategies to Improve Student Achievement	District PD math trainings in various locations	Title 1	\$ 320.00

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

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

Subtotal: \$395.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
RTI Specialist/Staff Developer	Provide support for math instruction	Title 1	\$11,181.29
Hourly Math Teacher	Provide math interventions and support	Title 1	\$20,968.73
Subtotal: \$32,150.02			
Total: \$42,214.04			

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it	1a.1. Walkthrough & Lesson Plans
<u>Science Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students to Level 3 by 10% (6).	3% (3)	Decrease the number of level 1 and 2					

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

						*Teacher reference to the scale or rubric throughout the lesson	
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1

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

Science Goal #1b: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough
Science Goal #2a: Increase the Achievement Levels 4 and 5 on the FCAT Science 2.0 from 0% to 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	Increase the level 4 and 5 students 3%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Science Goal #2b: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	5-9/All	Melissa Porter/Mary Roush	School-wide	Monthly	Walkthroughs	Administration
Student Engagement	5-9/All	Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Writing in the Content Areas	5-9	Desrine Nation Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Becoming a Highly Effective Teacher	5-9	Melissa Porter	Instructional Staff	Monthly	Walkthroughs	Administration
Diversity Training	5-9/All	Randy Lightfoot	Instructional Staff/Administration	October 19, 2012	Walkthroughs	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Extended Learning Program	Extended Learning Program with Transportation	Title 1/ELP Funds	\$2,111.79
Science Instruction Materials to support differentiation	Instructional materials and supplies for classroom differentiation. Instructional materials to support literacy in the content areas	Title 1	\$1,100.99
			Subtotal: \$3,212.78
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Help with Fusion software	Title 1	\$4,326.84
New Computer Hardware, Software, Accessories	Update and add computer hardware and accessories	Title 1	\$2,449.38
			Subtotal: \$6,776.22
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Diversity Training	Used to increase cultural background knowledge of students to assist in differentiation	Title 1	\$ 75.00
			Subtotal: \$75.00

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

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

Other			
Strategy	Description of Resources	Funding Source	Amount
RTI Specialist/Staff Developer	Used to support literacy strategies	Title 1	\$11,181.30
Reading Coach	Used to support literacy strategies in the content areas	PCS Funding	
			Subtotal: \$11,181.30
			Total: \$21,245.30

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: To decrease the number of Level 1, 2, and 3 students by 10% on the FCAT Writing.	<u>2012 Current Level of Performance:</u> * Level of 1,2, and 3 students 85% (75).	<u>2013 Expected Level of Performance:</u> * Decrease number of level 1,2 and 3 students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional	1a.2. Walkthrough

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

					objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.						
<u>Writing Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
N/A	N/A	N/A				
			1b.2.	1b.2.	1b.2.	1b.2.

End of Writing Goals

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

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

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
Student Engagement	5-9/All	Melissa Porter/Mary Roush	School-wide	Monthly	Walkthroughs	Administration
Common Core Training	5-9/All	Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Writing in the Content Areas	5-9	Desrine Nation Pam Hockert	School-wide	Monthly	Walkthroughs	Administration
Becoming a Highly Effective Teacher	5-9	Melissa Porter	Instructional Staff	Monthly	Walkthroughs	Administration
Diversity Training	5-9/All	Randy Lightfoot	Instructional Staff/Administration	October 19, 2012	Walkthroughs	Administration

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
Classroom Materials	Enhance materials to support writing	Title 1	\$1,100.99
Extended Learning Program	Tutoring for students with failing grades	Title 1	\$2,111.79
			Subtotal: \$3,212.78
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Support computer programs for assessment	Title 1	\$4,326.84
New Computers, Hardware, and Software Accessories	Support computer programs needed for assessment	Title 1	\$2,449.38
			Subtotal: \$6,776.22
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Diversity Training	Used to increase cultural background knowledge of students to assist in differentiation	Title 1	\$ 75.00
			Subtotal: \$75.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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

RTI Specialist/Staff Developer	Support teachers in the classroom	Title 1	\$11,181.30
Reading Coach	Support literacy in the content areas	PCS Funds	
			Subtotal: \$11,181.30
			Total: \$21,245.30

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. Social Worker Attendance Specialist	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
In 2012-2013 the expected attendance rate will increase to 70% (232).	67%	Greater than prior year					
The expected number of students with excessive absences will decrease by 10%.	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
The expected number of students with excessive tardies will decrease by 10%.	219	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	226	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

				meetings)		
MTSS/Problem-solving	All	Emily Pedlow	School-wide	August 15, 2012	PLC	SBLT

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. Behavior Specialist	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
In the 2012-2013 school year, the number of in-school suspensions will decrease by 10% (62).	621	10% decrease from prior year					
The number of students suspended In-School will decrease by 10% (18 students).	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	181	10% decrease from prior year					
The number of Out-of-School- Suspensions will decrease by 10% (54).	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	542	10% decrease from prior year					
The number of students suspended Out-of-School will decrease by 10% (13).	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	127	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/Problem-Solving	All	Emily Pedlow	School-wide	August 15, 2012	PLC	Wayne McKnight

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

End of Suspension Goals

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

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

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

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

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who</i>	1.1. Parent's job	1.1. Provide workshops/activities on a variety of days of the	1.1. Pam Hockert Laura Campbell	1.1. Determine the number of people who participate in	1.1. Sign In Sheets and Evaluations of event

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

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

<i>participated in school activities, duplicated or unduplicated.</i>			week and at different times.		events at different times of the day and during the week.	Parent Survey Results.
In our third year as a Title 1 School, Clearwater Intermediate would like to increase the number of parents who participate in parent involvement events throughout the year including communication between staff and parents, signing the agenda book, using Parent Portal, and attendance to school wide events. We would like to increase parent participation from 30% to 40% an increase of 10%.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>				
	30% (101)	Increase by 10% (111)				
			1.2. Not meeting the needs of the family/students	1.2. Survey families and students regarding what they think their needs are.	1.2. Pam Hockert Laura Campbell	1.2. Determine from parent survey results at the beginning of the year what parent and student needs are from information provided on the survey.
		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement Workshops Presentation	5-9	RTI Specialist	Parents, Staff, Students	4-5 times this school year	Sign in sheets, parent evaluations at the end of each event, feedback from parents at the event	RTI Specialist

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
Materials for Parent Involvement Events	Materials to reinforce presentations	Title 1	
Student Planners/Agenda Books	Used to support school/home	Title 1	\$1,362.52

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

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

	communication		
			Subtotal: \$1,362.52
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
RTI Specialist/Staff Developer	Presents, organizes and oversees parent involvement	Title 1	\$11,181.30
Food Purchases	Provide food for parent involvement events	Title 1	\$ 800.00
Printing Costs (Central Printing)	Title 1 Compacts	Title 1	\$ 500.00
Parent Communications	Postage for parent communication	Title 1	\$ 637.15
			Subtotal: \$13,118.45
			Total: \$14,480.97

End of Parent Involvement Goal(s)

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

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

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

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

STEM Professional Development

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: N/A Applies to high school.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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

CTE Professional Development

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

End of CTE Goal(s)

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

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

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Improve the nutritional and/or physical activity environment of the school by meeting at least one additional item not currently met by the school in the Healthy Schools Inventory.	<p>A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Silver Level on Healthy Schools Inventory</p> <p>Meeting Gold Level on Healthy Schools Inventory</p> <p>B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.</p>	<p>Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Bronze Level on Healthy Schools Inventory</p> <p>Meeting Silver Level on Healthy Schools Inventory</p> <p>Meeting Gold Level on Healthy Schools Inventory</p> <p>B Data: Being Fit Matters/Fitnessgram</p> <p>School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by</p>	<p>A: Failure to form a Healthy School Team and awareness of Healthy School Program process.</p> <p>B: Failure to assess students and upload Being Fit Matters/Fitnessgram data</p>	<p>A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/</p> <p>B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data. Track all physical education students' healthy-related fitness levels within the PCS student system.</p>	<p>A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)</p> <p>B: physical education teachers will manage Being Fit Matters fitness data</p>	<p>A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)</p> <p>B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results</p>	<p>A: Healthy School Inventory (Evaluate Your School) online</p> <p>B: Being Fit Matters Statistical Report (Portal)</p>

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

		school.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0

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

Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Total: \$0			

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes	1.1. Lesson Plans & Walkthrough
<u>Additional Goal #1:</u> In 2013, 8-10% of black students will make learning gains in Reading and Math.	<u>2012 Current Level :*</u> Reading level 3 and above:4% (6) Math: Level 3 and above: 5% (8)	<u>2013 Expected Level :*</u> All black students will make 8-10% learning gains in Reading (8%-12) and Math (10%-16)					

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

						varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	5-9/All	Melissa Porter/Mary Roush	School-wide	Monthly	Walkthroughs	Administration
MTSS/Problem-Solving	All	Emily Pedlow	School-wide	August 15, 2012	PLC	Pam Hockert
Diversity Training	5-9/All	Randy Lightfoot	Instructional Staff/Administration	October 19, 2012	Walkthroughs	Administration

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Total: \$0			

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. Behavior Specialist	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Decrease the amount of In-School and Out-of-School Suspensions by 10% for the 2012-2013 school year.	Referrals: In School Suspensions 154 (164%) Out of School Suspensions 153 (101%)	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions by 10%. ISS-139 OSS-138					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Additional MOU II Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/Problem-Solving	All	Emily Pedlow	School-wide	August 15, 2012	Walkthroughs	Wayne McKnight

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0

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

Total: \$0

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

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

Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Total: \$0			

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: N/A	2012 Current Level :*	2013 Expected Level :*					
	N/A	N/A					

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

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$55,614.06
Mathematics Budget	Total: \$42,214.04
Science Budget	Total: \$21,245.30
Writing Budget	Total: \$21,245.30
Attendance Budget	Total: \$0
Suspension Budget	Total: \$0
Dropout Prevention Budget	Total: \$0
Parent Involvement Budget	Total: \$14,480.97
Additional Goals	Total: \$0

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

Grand Total: \$154,799.67

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: \$55,614.06
CELLA Budget	Total: \$0
Mathematics Budget	Total: \$42,214.04
Science Budget	Total: \$21,245.30
Writing Budget	Total: \$21,245.30
Civics Budget	Total: \$0
U.S. History Budget	Total: \$0
Attendance Budget	Total: \$0
Suspension Budget	Total: \$0
Dropout Prevention Budget	Total: \$0
Parent Involvement Budget	Total: \$14,480.97
STEM Budget	Total: \$0
CTE Budget	Total: \$0
Additional Goals	Total: \$0

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.
Monitor school data and operations, provide feedback to administration. Communicates and monitoring of progress toward meeting school improvement goals. Work collaboratively with PTA to enhance educational opportunities for students.

Describe the projected use of SAC funds.	Amount
There are no allocated state or district SIP funds for the 2012-2013 school year.	

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

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