# FLORIDA DEPARTMENT OF EDUCATION

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

## Proposed for 2012-2013

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

# 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: CURRENT SCHOOL STATUS

### School Information

| | |
|---|---|
| School Name:4591New Heights Elementary School | District Name: Pinellas County Schools |
| Principal: Robert Ovalle | Superintendent:John A. Stewart, Ed.D. |
| SAC Chair: Benjamin Smet | Date of School Board Approval:  Pending: October 9, 2012 |

### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data  (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data(Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

### Administrators

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Robert Ovalle | Bachelors in Elem. Educ. (K-6), Master of Education (Ed. Leadership), EDS (Curriculum & Instruction) | 2 | 7 | 8/9 school grade of an A, 09/10 and 11/12 school grade of a C, |
| Assistant Principal | Lisa Austin | B.S.- Elementary Ed. M.ED.- Educational Leadership | 3 | 3 | 10/11 and 11/12 school grade of a C |

| | | National Board Certified | | | |
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## Instructional Coaches

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
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## 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. Book study in classroom management and effective practices | Committee, with group leaders | 6/2013 |
| 2. School wide Common Core training | Core committee | 6/2013 |
| 3. AVID Elementary (4-5) | All 4/5 grade teachers, Ovalle | 6/2013 |
| 4. iPad Initiative | School wide | 6/2013 |
| 5. |  |  |

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## *Non-Highly Effective Instructors*

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| None | |

## *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 |
|---|---|---|---|---|---|---|---|---|---|
| 52 | 4% (2) | 29% (15) | 42% (22) | 25% (15) | 25% (13) | | 8% (4) | 2% (1) | 63% (33) |

## *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 |
|---|---|---|---|
| Julie Halstead | Joella McHugh & Kelly Williams | Both Kindergarten teachers | Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student |
| Jill Simon | Tessa Smith & TBD | Both Kindergarten teachers | |
| Carolyn Schafer | Catherine Dillion | Both Speech Pathologists | |

| | | | progress and analyzing student work; Modeling or co-teaching lessons |
|---|---|---|---|
| Diana McLendon | Cheryl Collette | Both ESE teachers | |
| Karyn Carpenter | Julie Satchfield | Both Second Grade teachers | |

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## Additional Requirements

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

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

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

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

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

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| School-Based MTSS/RtI Team |
|---|
| Our team consists of: Principal, Assistant Principal, Intervention Specialist, Guidance counselor, Diagnostician, School Psychologist, ESE Behavior Specialist, VE Resource, Social Worker , ESOL and Speech. |
| Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?<br>-Facilitator – generates agenda and leads team discussions<br>-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data<br>-Technology Specialist – brokers technology necessary to manage and display data<br>-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access<br>-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda<br><br>Meeting time:  Three times a month during early release and the SBLT goes to a grade level PLC every month. |
| 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. |

| MTSS Implementation |
|---|
| Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.<br><br>The data system(s) used to analyze and review data are the Florida's Department of Education PMRM (FAIR data) and the district's EDS system, which is used to analyze whole class or individual math, writing and science common assessment results. The data is referenced formally at least three times a year and ongoing progress monitoring in conjunction with the needs of students in tier one and two. In addition to data from the state and district data is generated through AIMS web probes that help to progress monitor students at tier 2 and 3. Grade level notebooks are kept with graphs of student and group progress. This data is open to those on the SBLT team and classroom teachers. PCS Portal/EDS/AIMS Web will be utilized to manage student data. A Title I data manager will be in charge of entering AIMS Web data. |
| Describe the plan to train staff on MTSS.<br><br>The team will meet with grade level teams on an ongoing basis during PLC. At this time students in need are identified for additional support beyond the 90min. block. The team discussed a time in which the student(s) can be serviced and who will provide both the support and progress monitoring. After 6-8 data points the students progress is revisited. As the SBLT gained more knowledge and understanding of the RtI process a plan was devised to share the process with all grade levels. |
| Describe the plan to support MTSS.<br><br>MTSS is an embedded process of our way of work at New Heights.  It is at the center all of decision making regarding academic and behavior at our school.  We are constantly looking at ways to increase the effectiveness  of our team. |

*Literacy Leadership Team (LLT)*

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| School-Based Literacy Leadership Team |
|---|
| Our team consists of: Principal, Assistant Principal, Intervention Specialist, ESOL Teachers, Speech teachers and Classroom teachers. |

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
  o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  o Providing scaffolding that does not preempt or replace text reading by students
  o Developing and asking text dependent questions from a range of question types
  o Emphasizing students supporting their answers based upon evidence from the text
  o 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**

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## PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Reading Goals | | | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.** Reading Goal #1a: Improve current level of performance | 2012 Current Level of Performance:* (25%) (83) | 2013Expected Level of Performance:* Decrease level 1&2 from 58% To 48% | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. P/AP who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson | 1a.1. Walkthrough & Lesson Plans |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. p/AP who evaluates teacher | 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and | 1a.2. Walkthrough |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | 1a.3.<br>Insufficient standard based instruction | 1a.3.<br>Increase instructional rigor | 1a.3.<br>AP who evaluates teacher | 1a.3.<br>Evidence of:<br>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks<br>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks<br>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3.<br>Walkthrough<br>Teacher Appraisal Results |
| **1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.**<br><br>Reading Goal #1b:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>0% | 2013Expected Level of Performance:*<br><br>Decrease level 1,2,3 | | | | |
| | | 1b.2.<br>Insufficient standard based instruction | 1b.2.<br>Implement High Yield Instructional Strategies | 1b.2.<br>AP who evaluates teacher | 1b.2.<br>Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes  aligned to access points when appropriate<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 1b.2.<br>Walkthrough |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |

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| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in reading.** | | | 2a.1. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. AP who evaluates teacher | 2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1. Walkthrough |
| Reading Goal #2a: Improve current level of performance | 2012 Current Level of Performance:* 16% (53) | 2013Expected Level of Performance:* Increase level 4 and 5 by 5% | | | | | |
| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.** | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. AP who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal | 2b1. Walkthrough |
| Reading Goal #2b: Improve current level of performance | 2012 Current Level of Performance:* 0% | 2013Expected Level of Performance:* Increase level 7 by 5% | | | | | |

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**Revised April 29, 2011**

| | | | | and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | |
|---|---|---|---|---|---|
| | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |
| | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **3a. FCAT 2.0: Percentage of students making Learning Gains in reading.** | | | 3a.1.<br>Lack of student engagement | 3a.1.<br>Differentiate Instruction | 3a.1.<br>AP who evaluates teacher | 3a.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3a.1.<br>School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| Reading Goal #3a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>62% (132) | 2013Expected Level of Performance:*<br><br>100% | | | | | |
| | | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. |

|  |  |  | 3a.3. | 3a.3. | 3a.3. | 3a..3. | 3a.3. |
|---|---|---|---|---|---|---|---|
| **3b. Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.** | | | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. AP who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Reading Goal #3b: Improve current level of performance | 2012 Current Level of Performance:* pending | 2013Expected Level of Performance:* 100% | | | | | |
|  | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
|  | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.** | | | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. AP who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately | 4a.1. Lesson Plans & Walkthrough |
| Reading Goal #4a: Improve current level of | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |

| performance | pending | 100% | | | | scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
|---|---|---|---|---|---|---|---|
| | | | 4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2. Create intervention that support core instructional goals and objectives | 4a.2. SBLT | 4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | 4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |
| | | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |
| **4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.** | | | 4b.1. Lack of differentiation of | 4b.1. Differentiate Instruction | 4b.1. AP who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural | 4b.1. Lesson Plans & Walkthrough |

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

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

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| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | 63 | 71 | 78 | 85 | 93 | 100 |
|---|---|---|---|---|---|---|---|
| | 56 | | | | | | |
| Reading Goal #5A:<br><br>*Enter narrative for the goal in this box.* | | | | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
|---|---|---|---|---|---|---|
| **5B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5b.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian:<br>Lack of differentiation of instruction | 5b.1.<br>Differentiate Instruction | 5b.1.<br>AP who evaluates teacher | 5b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5b.1.<br>Lesson Plans & Walkthrough | |

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| Reading Goal #5B: Improve current level of performance | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | White:60 44% | 100% of all subgroups to make a learning gain | | | | |
| | Black: 20 15% | Increase proficiency of all subgroups by 10% | | | | |
| | Hispanic: 20 15% | | | | | |
| | Asian: 29 21% | | | | | |
| | American Indian: 1 1% | | | | | |
| | | | | | | |
| | | | 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 | 5c.1. Lesson Plans & Walkthrough |
| Reading Goal #5C: Improve current level of performance | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *pending* | 100% of ELL students to make a learning gain An increase in proficiency by 10% | | | | | |

| | | | | | knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
|---|---|---|---|---|---|---|
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5D. Students with Disabilities (SWD)not making satisfactory progress in reading.**<br><br>Reading Goal #5D:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>23% 8 | 2013 Expected Level of Performance:*<br><br>100% of all SWD students to make a learning gain An increase in proficiency by 10% | 5d.1.<br>Lack of differentiation of instruction | 5d.1.<br>Differentiate Instruction | 5d.1.<br>AP who evaluates teacher | 5d.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1.<br>Lesson Plans & Walkthrough |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

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

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

<table>
<tr>
<td colspan="6"><strong>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</strong><br>Please note that each strategy does not require a professional development or PLC activity.</td>
</tr>
<tr>
<td>PD Content/Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g., PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g., early release) aLnd Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Common Core</td>
<td>K-5</td>
<td>Ovalle, Austin, McLendon, Williamson, Gogolen</td>
<td>School Wide</td>
<td>Monthly</td>
<td></td>
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<tr>
<td>Running Records (F & P)</td>
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<td>LLI</td>
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**2012-2013School Improvement Plan (SIP)-Form SIP-1**

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

| Include only school funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Classroom Materials | Guided Reading Book, Interventions Kits | Title 1 | $15869.49 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Avid Conference | Avid instructional strategies | Title 1 | $7,500.00 |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Hourly Teachers | Support Interventions | Title 1 | $277142.90 |
| | | | Subtotal: |
| | | | Total: $284642.90 |

*End of Reading Goals*

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

**<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>**

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

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|---|---|---|---|---|---|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring proficient in Listening/Speaking.**<br><br><u>CELLA Goal #1:</u><br><br>Improve current level of performance<br><br>Number CELLA tested: 91 | 2012 Current Percent of Students Proficient in Listening/Speaking:<br><br>55%<br>50 | 1.1.<br>Lack of differentiation of instruction | 1.1.<br>Provide formative assessments to inform differentiation in instruction | 1.1.<br>AP who evaluates teacher | 1.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 1.1.<br>Walkthrough |
| | | 2.1.<br>Lack of differentiation of instruction | 2.1.<br>Differentiate Instruction | 2.1.<br>AP who evaluates teacher | 2.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the | 2.1.<br>Lesson Plans & Walkthrough |

| | | | | | needs of diverse learners \*Teachers provide small group instruction to target specific learning needs. \*These small groups are flexible and change with the content, project and assessments \*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| --- | --- | --- | --- | --- | --- | --- |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students scoring proficient in Reading.**<br><br>CELLA Goal #2:<br><br>Improve current level of performance | 2012 Current Percent of Students Proficient in Reading :<br><br>29%<br>26 | 2.2. Insufficient standard based instruction | 2.2. Implement High Yield Instructional Strategies | 2.2. AP who evaluates teacher | 2.2. Determine: \*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes \*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. \*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 2.2. Walkthrough |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| **3. Students scoring proficient in Writing.**<br><br>CELLA Goal #3:<br><br>Improve current level of performance | 2012 Current Percent of Students Proficient in Writing :<br><br>26%<br>24 | 3.1.<br>Insufficient standard based instruction | 3.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 3.1.<br>AP who evaluates teacher | 3.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 3.1.<br>Walkthrough & Lesson Plans |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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

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

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

*End of CELLA Goals*

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

## Elementary School Mathematics Goals

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

| 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 AchievementLevel 3 in mathematics.**<br><br>Mathematics Goal #1a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>71<br>22% | 2013Expected Level of Performance:*<br><br>Decrease in level 1 and 2 from 68%<br>To<br>58% | 1a.1.<br>Insufficient standard based instruction | 1a.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 1a.1.<br>AP who evaluates teacher | 1a.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 1a.1.<br>Walkthrough & Lesson Plans |
| | | | 1a.2.<br>Insufficient standard based instruction | 1a.2.<br>Implement High Yield Instructional Strategies | 1a.2.<br>AP who evaluates teacher | 1a.2.<br>Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. | 1a.2.<br>Walkthrough |

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

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

| Mathematics Goal #1b: | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* |
| --- | --- | --- |
| Improve current level of performance | 0% | Decrease in level 1,2 and 3 |

| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| --- | --- | --- | --- | --- | --- | --- |

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| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in mathematics.**<br><br>Mathematics Goal #2a:<br><br>Improve current level of performance | **2012 Current Level of Performance:***<br><br>10%<br><br>31 / **2013Expected Level of Performance:***<br><br>Increase in level 4 and 5 by 5% | 2a.1.<br>Lack of differentiation of instruction | 2a.1.<br>Provide formative assessments to inform differentiation in instruction | 2a.1.<br>AP who evaluates teacher | 2a.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1.<br>Walkthrough |
| | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.**<br><br>Mathematics Goal #2b:<br><br>Improve current level of performance | **2012 Current Level of Performance:***<br><br>0% / **2013Expected Level of Performance:***<br><br>Increase in level 7 by 5% | 2b.1.<br>Lack of differentiation of instruction | 2b.1.<br>Provide formative assessments to inform differentiation in instruction | 2b.1.<br>AP who evaluates teacher | 2b.1.<br>Determine:<br>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction<br>*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning<br>*Teachers collect both formal | 2b1.<br>Walkthrough |

| | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| | | | | | | and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle<br>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of studentsaligned to FAA access points | |
| | | | 2b2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.** | | | 3a.1.<br>Lack of student engagement | 3a.1.<br>Differentiate Instruction | 3a.1.<br>AP who evaluates teacher | 3a.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and | 3a.1.<br>School Summary of observation section of teacher appraisal results<br><br>IPI data when available<br><br>State instructional walkthrough when applicable |
| Mathematics Goal #3a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>*61% (130)* | 2013Expected Level of Performance:*<br><br>100% of students will make a learning gain | | | | | |

| | | | | | | | understanding in different ways, which includes varying degrees of difficulty. | |
|---|---|---|---|---|---|---|---|---|
| | | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | | 3a.2. |
| | | | 3a.3. | 3a.3. | 3a..3. | 3a.3. | | 3a.3. |

| **3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.** | | | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. AP who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | | 3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable |
| Mathematics Goal #3b:  Improve current level of performance | 2012 Current Level of Performance:*  *0%* | 2013Expected Level of Performance:*  100% of students will make learning gains | | | | | | |
| | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | | 3b.2. |
| | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | | 3b.3. |

# 2012-2013School 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 |
|---|---|---|---|---|---|---|---|
| **4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.** | | | 4a.1.<br>Lack of differentiation of instruction | 4a.1.<br>Differentiate Instruction | 4a.1.<br>AP who evaluates teacher | 4a.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4a.1.<br>Lesson Plans & Walkthrough |
| Mathematics Goal #4a:<br><br>Improve current level of performance | 2012 Current Level of Performance:*<br><br>*58% (32)* | 2013Expected Level of Performance:*<br><br>100% of students will make a learning gain | | | | | |
| | | | 4a.2.<br>Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2.<br>Create intervention that support core instructional goals and objectives | 4a.2.<br>SBLT | 4a.2.<br>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses<br>*Intervention and core teachers communicate and plan together regularly<br>*Intervention curriculum is aligned with core instructional goals/objectives<br>*Core content materials and subject matter are integrated within intervention courses<br>*Intervention strategies are reinforced in core classes<br>*Interventions are integrated and aligned across all providers | 4a.2.<br>Evidence of core teachers and intervention teachers communicating and planning;<br>Lesson Plans & Walkthroughs |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | |
| | | 4a.3. | 4a.3. | 4a.3. | 4a.3. | 4a.3 |
| **4b. Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.** | | 4b.1. Lack of differentiation of instruction | 4b.1. Differentiate Instruction | 4b.1. AP who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4b.1. Lesson Plans & Walkthrough |
| Mathematics Goal #4b:  Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | |
| | *0%* | 100% of students will make a learning gain | | | | |
| | | 4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2. Create intervention that support core instructional goals and objectives | 4ab.2. SBLT | 4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives | 4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** |
|---|---|---|---|---|---|---|---|
| **5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**<br><br>Mathematics Goal #5A:<br><br>Improve current level of performance | 47 | 51 | 56 | 60 | 65 | 69 | 74 |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
|---|---|---|---|---|---|---|---|
| **5B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**<br>Mathematics Goal #5B: | 2012 Current Level of Performance:* / 2013Expected Level of Performance:* | 5b.1.<br>White:<br>Black:<br>Hispanic:<br>Asian:<br>American Indian: | 5b.1.<br>Differentiate Instruction | 5b.1.<br>AP who evaluates teacher | 5b.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | 5b.1.<br>Lesson Plans & Walkthrough | |

| Improve current level of performance | White: 48% 49  Black: 9% 9  Hispanic: 10% 10  Asian: 27% 1  American Indian: 1% 1 | 100% of student subgroups will make learning gains An increase in proficiency by 10% : | Lack of differentiation of instruction | | | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
|---|---|---|---|---|---|---|---|
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5C. English Language Learners (ELL) not making satisfactory progress in mathematics.** | | | 5c.1. Lack of differentiation of instruction | 5c.1. Differentiate Instruction | 5c.1. AP who evaluates teacher | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning | 5c.1. Lesson Plans & Walkthrough |
| Mathematics Goal #5C:  Improve current level of performance | 2012 Current Level of Performance:* **37% (25)** | 2013Expected Level of Performance:* 100% of ELL students will make learning gains An increase in proficiency by 10% | | | | | |

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

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|  |  |  | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5E. Economically Disadvantaged students not making satisfactory progress in mathematics.**<br><br>Mathematics Goal #5E:<br><br>Improve current level of performance | | | 5e.1.<br>Lack of differentiation of instruction | 5e.1.<br>Differentiate Instruction | 5e.1.<br>AP who evaluates teacher | 5e.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5e.1.<br>Lesson Plans & Walkthrough |
| | 2012 Current Level of Performance:*<br>**42% (176)** | 2013Expected Level of Performance:*<br>100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10% | | | | | |
| | | | 5E.2 | 5E.2 | 5E.2 | 5E.2 | 5E.2 |
| | | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

## Math Professional Development

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

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| | | PLC Leader | or school-wide) | of meetings) | | |
|---|---|---|---|---|---|---|
| ST Math | K-5 | Shreero | School Wide | Monthly | | |
| | | | | | | |
| | | | | | | |

## Math Budget (Insert rows as needed)

| Include only school funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | | | |
| | Description of Resources | Funding Source | Amount |
| ST Math Program | Computer Based program | Title 1 | $27000 |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | | | |
| | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | | | |
| Hourly Teachers | Description of Resources | Funding Source | Amount |
| **Subtotal:** | Support Interventions | Title 1 | |
| | | | **Total: $27000** |
| | | | |

*End of Elementary School Mathematics Goals*

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

**<u>Elementary and Middle School Science Goals</u>**

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

| Elementary and Middle Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.**<br><br><u>Science Goal #1a:</u><br><br>Improve current level of performance | | | 1a.1.<br>Insufficient standard based instruction | 1a.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 1a.1.<br>AP who evaluates teacher | 1a.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question<br>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question<br>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it<br>*Teacher reference to the scale or rubric throughout the lesson | 1a.1.<br>Walkthrough & Lesson Plans |
| | <u>2012 Current Level of Performance:*</u><br>26%<br>28 | <u>2013Expected Level of Performance:*</u><br>Decrease the number of level 1 and 2 | | | | | |
| | | | 1a.2.<br>Insufficient standard based instruction | 1a.2.<br>Implement High Yield Instructional Strategies | 1a.2.<br>AP who evaluates teacher | 1a.2.<br>Determine:<br>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes<br>*Student readiness for | 1a.2.<br>Walkthrough |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.<br>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | 1a.3.<br>Insufficient standard based instruction | 1a.3.<br>Increase instructional rigor | 1a.3.<br>AP who evaluates teacher | 1a.3.<br>Evidence of:<br>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks<br>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks<br>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3.<br>Walkthrough<br>Teacher Appraisal Results | |
| **1b.Florida Alternate Assessment:Students scoring at Level 4, 5, and 6 in science.** | | 1b.1.<br>Insufficient standard based instruction | 1b.1.<br>Set and communicate a purpose for learning and learning goals in each lesson | 1b.1.<br>AP who evaluates teacher | 1b.1.<br>Determine Lesson:<br>*Is aligned with a course standard or benchmark and to the district/school pacing guide<br>*Begins with a discussion of desired outcomes and learning goals<br>*Includes a learning goal/essential question<br>*Includes teacher explanation of how the class activities relate to the learning goal and to | 1b.1.<br>Walkthrough & Lesson Plans | |

| Science Goal #1b:<br><br>Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* |
|---|---|---|
| | 0% | Decrease the number of level 1,2, and 3 |

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

| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
|---|---|---|---|---|---|---|---|
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| **2b. Florida Alternate Assessment:Students scoring at or above Level 7 in science.** | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. AP who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1. Walkthrough |
| Science Goal #2b: Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | 0% | Increase the level 7 by 5% | | | | | |
| | | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |

*End of Elementary and Middle School Science Goals*

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## Science Professional Development

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

## Science Budget(Insert rows as needed)

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

*End of Science Goals*

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## Writing Goals

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

| Writing Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.** | | | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. AP who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson | 1a.1. Walkthrough & Lesson Plans |
| Writing Goal #1a: Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | 72% 79 Level 4 and above 18% 20 | Decrease number of level 1,2 and 3 students | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. AP who evaluates teacher | 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by | 1a.2. Walkthrough |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. AP who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| **1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing.** | | | 1b.1. Insufficient standard based instruction | 1b.1. Set and communicate a purpose for learning and learning goals in each lesson | 1b.1. AP who evaluates teacher | 1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential | 1b.1. Walkthrough & Lesson Plans |
| Writing Goal #1b: Improve current level of performance | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | 0% Level 7 and above 0% | Decrease number of level 1,2 and 3 students | | | | | |

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

*End of Writing Goals*

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<table>
<tr><td colspan="7"><strong>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</strong><br>Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Monthly PLC</td><td>K-5</td><td>SBLT</td><td>All Staff</td><td>Monthly</td><td>Moodle, grade level PLC</td><td>Ovalle, Austin</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

**Budget**(Insert rows as needed)

<table>
<tr><td colspan="4">Include only school-based funded activities/materials and exclude district funded activities /materials.</td></tr>
<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td><strong>Subtotal:</strong></td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td><strong>Subtotal:</strong></td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td><strong>Subtotal:</strong></td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td><strong>Subtotal:</strong></td></tr>
<tr><td colspan="3"></td><td><strong>Total:</strong></td></tr>
</table>

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## Attendance Goal(s)

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

| Attendance Goal(s) | | Problem-solving Process to Increase Attendance | | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Attendance** | | 1.1. Lack of student engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule |
| Attendance Goal #1: Improve current level of performance | **2012 Current Attendance Rate:*** 95% | | | | | |
| | **2013 Expected Attendance Rate:*** Greater than prior year | | | | | |
| | **2012 Current Number of Students with Excessive Absences (10 or more)** 299 | | | | | |
| | **2013 Expected Number of Students with Excessive Absences (10 or more)** 10% decrease from prior year | | | | | |
| | **2012 Current Number of Students with Excessive Tardies (10 or more)** 233 | | | | | |
| | **2013Expected Number of Students with Excessive Tardies (10 or more)** 10% decrease from prior year | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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

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

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

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

*End of Attendance Goals*

# Suspension Goal(s)

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

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| Suspension Goal(s) | | | Problem-solving Process to Decrease Suspension | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Suspension**<br><br>Suspension Goal #1:<br>Improve current level of performance | 2012Total Number of In –School Suspensions | 2013 Expected Number of In- School Suspensions | 1.1.<br>Lack of Student Engagement | 1.1.<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1.<br>Decrease in Number of In-School Suspension<br>Number of Students suspended In-School<br>Number of out-of-school suspensions<br>Number of Students suspended out-of-school<br>Number of alternative bell assignments<br>Number of students assigned to alternative bell schedule |
| | 50 | 10% decrease from prior year | | | | | |
| | 2012Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In -School | | | | | |
| | 37 | 10% decrease from prior year | | | | | |
| | 2012Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | | |
| | 68 | 10% decrease from prior year | | | | | |
| | 2012Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | | |
| | 36 | 10% decrease from prior year | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Suspension Professional Development

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

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| Book Study | K-5 | Varies | All Instructional Staff | Monthly | Moodle, Active Participation | Ovalle, Austin |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

## Suspension Budget(Insert rows as needed)

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

*End of Suspension Goals*

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

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

| **Dropout Prevention Goal(s)** | **Problem-solving Process to Dropout Prevention** |
|---|---|

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **1. Dropout Prevention**<br><br>Dropout Prevention Goal #1:<br>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.* | | | 1.1.<br>Students lack skills to plan for future aspirations and create educational goals | 1.1.<br>Implement High Yield Instructional Strategies | 1.1.<br>Principal | 1.1. | 1.1.<br>Walkthrough and teacher appraisal |
| Improve current level of performance | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | | |
| | *pending* | 10% decrease from prior year | | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | | |
| | *pending* | Improve rate from prior year | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Dropout Prevention Professional Development

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

## Dropout Prevention Budget(Insert rows as needed)

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

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

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

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

**Upload Option**-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
**Online Template**- For schools completing the PIP a link will be provided that will direct you to this plan.

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

| Parent Involvement Goal(s) | Problem-solving Process to Parent Involvement | | | | |
|---|---|---|---|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Parent Involvement**<br><br>Parent Involvement Goal #1:<br>*Please refer to the percentage of parents who participated in school activities, duplicated or* | 1.1.<br>Lack of frequent home-school communication in a variety of formats, and | 1.1.<br>Provide frequent home-school communication in a variety of formats, and allows for families to | 1.1.<br>SBLT | 1.1. | 1.1. |

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

| *unduplicated.* | | | allows for families to support and supervise their child's educational progress | support and supervise their child's educational progress | | | |
|---|---|---|---|---|---|---|---|
| Improve current level of performance<br><br>Portal logins by parents | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| | | Increase by 20% | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Parent Involvement Professional Development

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

## Parent Involvement Budget

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

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

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

*End of Parent Involvement Goal(s)*


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

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

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

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

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

| | |
|---|---|
| **Subtotal:** | |
| **Total:** | |

*End of STEM Goal(s)*

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

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

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

## CTE Professional Development

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

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

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

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

*End of CTE Goal(s)*

# 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 |
|---|---|

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|---|
| **1. Additional Goal: Wellness** | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Additional Goal #1:<br><br>Improve current level of performance | 2012 Current Level :* | 2013 Expected Level :* | A:<br>Failure to form a Healthy School Team. | A:<br>Complete Healthy Schools Program 6 Step Processonline https://schools.healthiergeneration.org/ | A:<br>Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse) | A:<br>Completion of 6th Step of the Healthy School Program online (Celebrate Successes) | A:<br>Healthy School Inventory (Evaluate Your School) online |
| | Meeting Silver Level on Healthy Schools Inventory<br><br>B Data:<br>Being Fit Matters/Fitnessgram Data by school will be inserted here. | Meeting Silver Level on Healthy Schools Inventory<br><br>B Data:<br>Being Fit Matters/Fitnessgram<br><br>School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school. | B:<br>Failure to assess students and upload Being Fit Matters/Fitnessgram data | B:<br>Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data | B:<br>physical education teachers | B:<br>Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results | B:<br>Being Fit Matters Statistical Report (Portal) |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

# Additional Wellness Goals Professional Development

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**Revised April 29, 2011**

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

<table>
<tr><td colspan="7" align="center"><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br/>Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

<table>
<tr><td colspan="4">Include only school-based funded activities/materials and exclude district funded activities /materials.</td></tr>
<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td align="right"><b>Subtotal:</b></td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td align="right"><b>Subtotal:</b></td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td align="right"><b>Subtotal:</b></td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td><td align="right"><b>Subtotal:</b></td></tr>
</table>

| | | Total: |
|---|---|---|

## Additional Goal II Bradley MOU (s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Additional Goal: Black Academic Achievement**<br><br>Additional Goal #1:<br><br>There will be an increase in black student achievement | 2012 Current Level :*<br><br>Reading level 3 and above:15% (20)<br><br>Math Level 3and above: 9% (9) | 2013 Expected Level :*<br><br>All black students to make learning gains in reading and math | 1.1.<br>Lack of differentiation of instruction | 1.1.<br>Differentiate Instruction | 1.1.<br>AP who evaluates teacher | 1.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 1.1.<br>Lesson Plans & Walkthrough |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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**Additional MOU Goals Professional Development**

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

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

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

| | Total: |
|---|---|

## Additional Goal III Bradley MOU  (s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Additional Goal: Student Engagement for Black Students**<br><br>Additional Goal #1:<br><br>There will be an increase in black student engagement | 2012 Current Level :*<br><br>**School data for % of black students receiving referrals found on EDS: School Wide Behavior Plan report** | 2013 Expected Level :*<br><br>Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions | 1.1.<br>Lack of Student Engagement | 1.1.<br>Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1.<br>SBLT | 1.1.<br>Determine:<br>Expectations are clearly and positively defined<br>Behavioral expectations are taught and reviewed with all students and staff<br>Appropriate behaviors are acknowledged<br>Behavioral errors are proactively corrected<br>A database for keeping records and making decisions is established<br>Data-based monitoring and adaptations to the plan are regularly conducted | 1.1.<br>Decrease in Number of In-School Suspension<br>Number of Students suspended In-School<br>Number of out-of-school suspensions<br>Number of Students suspended out-of-school<br>Number of alternative bell assignments<br>Number of students assigned to alternative bell schedule |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Additional MOU II Goals Professional Development

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

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

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

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

## Additional Goal IV Bradley MOU (s)

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

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

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

| 1. Additional Goal: Black graduation rate | | | 1.1. Lack of Student Engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Increase in black graduation rate |
|---|---|---|---|---|---|---|---|
| Additional Goal #1: There will be an increase in black student graduation rate | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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

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

## Additional Goal V Bradley MOU (s)

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

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

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

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

<table>
<tr><td colspan="3"><strong>1. Additional Goal: Black advanced Coursework</strong></td><td>1.1.<br>Lack of differentiation of instruction</td><td>1.1.<br>Differentiate Instruction</td><td>1.1.<br>AP who evaluates teacher</td><td>1.1.<br>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level<br>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)<br>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners<br>*Teachers provide small group instruction to target specific learning needs.<br>*These small groups are flexible and change with the content, project and assessments<br>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</td><td>1.1.<br>Lesson Plans & Walkthrough<br><br>Professional Development includes equity and cultural responsiveness</td></tr>
<tr><td rowspan="3">Additional Goal #1:<br><br>There will be an increase percent of black students enrolled in rigorous advanced coursework<br><br>There will be an increase in performance of black students in rigorous advanced coursework</td><td>2012 Current Level :*</td><td>2013 Expected Level :*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>Increase from prior year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td></td><td></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

## Additional MOU Goals Professional Development

<table>
<tr><td colspan="7"><strong>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</strong><br>Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

**June 2012**
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**Revised April 29, 2011**

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

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

*End of Additional Goal(s)*

## Final Budget(Insert rows as needed)

| Please provide the total budget from each section. |
|---|
| **Reading Budget** |
| Total: $284,642.90 |
| **Mathematics Budget** |
| Total: $27,000.00 |
| **Science Budget** |

| | Total: |
|---|---|
| **Writing Budget** | |
| | Total: |
| **Attendance Budget** | |
| | Total: |
| **Suspension Budget** | |
| | Total: |
| **Dropout Prevention Budget** | |
| | Total: |
| **Parent Involvement Budget** | |
| | Total: |
| **Additional Goals** | |
| | Total: |
| | |
| | **Grand Total: $311,642.90** |

## Differentiated Accountability

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

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

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

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

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

☒ 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 the SIP |

| Describe the projected use of SAC funds. | Amount |
|---|---|
| No Funds Available | |
| | |
| | |